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ABSTRACT

Documents pertaining to the planning of vocational education programs and services for special populations are provided in this annotated bibliography. Entries are arranged alphabetically by author within each of seven sections: (1) planning approaches, (2) policy development, (3) needs assessment, (4) formulation of goals and objectives, (5) identification of programs, services, and activities, (6) allocation of funds, and (7) related documents. Sections 2-4 contain citations of documents related to one or more components of the instrumentation used in the Bureau of Occupational and Adult Education Management Evaluation Review of Quality (MERQ) model for state-level planning. Section 1 contains documents that relate to general planning approaches or models which could be applied to special populations and section 7 contains general background information on special populations. Immediately following section 7 is a title index of the annotations presented. (JH)

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STATE PLANNING FOR THE DELIVERY OF VOCATIONAL EDUCATION TO SPECIAL POPULATIONS

A STATE OF THE ART REPORT

Volume II: Annotated Bibliography

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INTRODUCTION

In the past decade considerable concern has been expressed for the vocational needs of all segments of society. In particular, this concern has been targeted to those "special populations" whose needs extend beyond those served by regular vocational education programs. These special populations--the handicapped, disadvantaged, limited English-speaking, displaced homemakers, for example--each have unique needs and often require special services to enable them to succeed. A necessary prerequisite to providing effective services in order to meet these unique needs is coordinated planning at the State and local levels.

In response to the need for improved State-level planning for delivering vocational education to special populations, CONSERVA, Inc. is developing a planning system to assist the States under a contract with the Bureau of Occupational and Adult Education, USOE. As part of the contract CONSERVA has compiled this annotated bibliography and a companion state-of-the-art report on planning for special populations.

The bibliography is designed to provide vocational education planners and administrators and other interested parties with an overview of recent documents pertaining to the planning of vocational education programs and services to better meet the needs of special populations. It is unique in that it brings together two vocational education focuses often considered in isolation--planning and special populations. Numerous bibliographies exist which address special groups or vocational education planning. However, prior to the development of this bibliography none had been produced which dealt specifically with planning for special populations. Merging information on planning approaches used for different populations affords planners a reference document which facilitates comprehensive planning for all populations. The companion state-of-the-art report also integrates different procedures used to plan for special populations. Furthermore, the report describes selected planning techniques in greater detail and offers a comparative analysis of generic procedures in terms of their utility and associated problems. The two documents, when used together, provide for a systematic planning approach through easy access to related literature and research.

The annotated bibliography was developed through a comprehensive search of the library collections at North Carolina State University, augmented by reviews of materials at the National Center for Research in Vocational Education at The Ohio State University and the Center for Occupational Education at North Carolina State University; a computerized search of ERIC documents; a review of bibliographies produced in other studies pertaining to special populations; and telephone and letter contacts with all state vocational education agencies to obtain state-produced materials not documented elsewhere in the literature. From the vast amount of materials reviewed, approximately 200 were deemed most pertinent to planning for special populations and are included in the bibliography.

Bibliographical entries are arranged alphabetically by author within each of seven sections:

I. Planning Approaches
II. Policy Development
III. Needs Assessment

IV. Formulation of Goals and Objectives

V. Identification of Programs, Services and Activities

VI. Allocation of Funds

VII. Related Documents

Sections II-VI contain citations of documents directly related to one or more of the components of the instrumentation used in the BOAE Management Evaluation Review for Quality (MERQ) of State-level planning. When a document applies to more than one of the MERQ components, it is classified in the first applicable section. The author's name and the title of the publication are presented in other applicable sections with a reference to the location of the complete citation. Entries in Sections I and VII are of documents which could not be classified within the framework of the MERQ. Those in Section I relate to general planning approaches or models which could apply to special populations. Section VII contains selected documents which provide background information on special populations considered useful in planning for these groups. The structure of the bibliography is designed to accommodate the differing information needs of potential users. For example, those interested specifically in needs assessment techniques as they apply to special populations can easily gain an overview of state-of-the-art documents by referring to Section III. Enough information is provided with each citation to allow the user to decide whether and how to access the original document.

Immediately following Section VII is an Index of Titles. The index contains an alphabetical listing of titles of all the entries and the page numbers where each of the annotations is presented. The Index of

Titles serves as a useful overview of the contents of the bibliography and facilitates access to individual documents.

Each citation is supplemented with the number of pages contained in the document, an ERIC access number if applicable, and an abstract describing the content of the document. Portions of ERIC or author abstracts were used to annotate documents to the extent that they were available and fit the format of this report.

It is hoped that the annotated bibliography will serve as a quick reference for planners and be of use to all those interested in improving vocational education services for special populations.

I. PLANNING APPROACHES

Atteberry, J. W., Miller, W. R., & Pershing, J. A. Improving Vocational Education Planning: More Myth Than Reality? Columbia, MO: University of Missouri-Columbia, Department of Practical Arts and Vocational-Technical Education, 1977, 260 pp.

The central thrust of this document is improving the planning of vocational education. The report is divided into three sections. Section I portrays the need for a rational model to plan vocational education and seeks to fill this void by describing a planning model based on the general systems approach. The rationale for the design of the model is explained as each component is presented. The vocational education planning process is analyzed and several planning tools that were developed are introduced. Section II presents detailed examples of the application of one component of the planning model, the decision-making support system. The essence of this system is the use of quantitative analytical tools to solve vocational education planning problems. The examples are innovative to vocational education planning and include linear programming, goal programming, multivariate statistics, and heuristic methods. Resource allocation planning problems are examined as well as the problem of projecting employment in determining the number of persons in need of vocational education services. Section III of the report addresses a variety of issues that relate to improving vocational education planning. Barriers to planning improvement are discussed as well as the effect of the lack of administrative responsibility as it relates to planning. The report concludes by considering the possible futures of planning. The appendices describe the process by which the data needed for the planning model were gathered and analyzed, and the operational master plan for vocational education in Missouri through the year 1990 that evolved in part as a result of this study.

Blaschke, Charles L., & Steiger, J. Models and Procedures for Improving the Planning, Management, and Evaluation of Cooperative Education Programs. Washington, DC: U. S. Department of Health, Education and Welfare, Office of Education, Bureau of Occupational and Adult Education, 1976, 105 pp.

The objective of this project was to design a set of training guidelines for planning, managing, and evaluating cooperative education programs. In addition, a set of guidelines and criteria for designing an evaluation component and a subsequent training workshop are described. The design specifications of the procedures build upon general education planning, management and evaluation models developed by the Center for the Study of Evaluation (UCLA), Education TURNKEY Systems (SPEMS), and portions of models or components developed and applied in a limited number of cooperative education programs which were nominated as being exemplary by SEAs. Even though the existing report is the initial phase of a three-phase study (development and field test application), the report will be useful for LEA project staff involved in planning, managing, and evaluating cooperative education programs; will assist in developing staff training in directly related areas; and will assist new LEA staff as orientation information. Topics covered in the materials include: Need for Training, Description of Exemplary Programs, General Planning and Managing Techniques for Special Projects, Problems in Planning and Managing Cooperative Education Programs, An Evaluation Model for Cooperative Education, and Evaluation Model Components.

Budke, Wesley E., & Jezierski, K. A. (Compilers). Planning of Vocational Education Programs--An Annotated Bibliography of Articles and Reports. Columbus, OH: The Ohio State University, The Center for Vocational Education, 1977, 14 pp.

Thirty-five reports and four journal articles are abstracted and included as entries in this annotated bibliography. According to the compilers, most of the planning to date has been done at the local level or by individual states rather than on a regional or national basis. However, those review and synthesis papers on planning prepared by the ERIC Clearinghouse, some descriptions of management information systems, a few plans for special needs groups, and several state planning models which have fairly wide generalizability have been included. By far, the largest number of documents identified by the literature search were not selected because they were local in nature or reporting documents. Instructions on how to order documents are included.

Copa, George H., & Geigle, E. K. National Conference for State Vocational Education Planning Staffs. Final Report. Minneapolis, MN: University of Minnesota, Department of Vocational and Technical Education, Minnesota Research Coordinating Unit for Vocational Education, 1976, 185 pp.

Reported in this publication are the rationale, objectives, activities and results of a conference on state planning for vocational education which was held as a pre-conference to the 1975 American Vocational Association convention in Anaheim, California. Specific objectives of the conference were that as a result of participation, the conference participants would improve their skills and ability to: (a) define and justify factors to consider in adding, retraining or deleting vocational education programs; (b) identify and translate manpower information for planning vocational education; (c) assess the cost-effectiveness of alternative means of delivering vocational education; (d) use a management information system in planning vocational education; (e) do communications needed to make a "working" plan for vocational education; and (f) staff a state department for planning vocational education. The nine conference presentations included: (1) From Factors to a Model for Planning Vocational Education; (2) Identifying and Translating Manpower Information for Planning Vocational Education--One State's Perspective; (3) Identifying and Translating Manpower Information for Planning Vocational Education--A Federal Perspective; (4) Observations on the DOL-OE Interagency Agreement for the Development of Occupational Manpower Information; (5) Locating Geographically Specific Manpower Information and Educational Program Information of Use in Planning Vocational Education; (6) Decision-Making Based on Follow-Up Information; (7) Integrating Information and Assessing Alternatives; (8) Tasks to Be Done in State Planning for Vocational Education; and (9) Communications Needed to Make a "Working" Plan for Vocational Education--Who? What? How? Appendices include an Assessment Device for Skills and Knowledge Needs in State Planning of Vocational Education.

Copa, George H., Geigle, E. K., & Imade, U. O. Factors, Priorities, and Information Needs in Planning Vocational Education: Views of Selected Educational Planners in Minnesota. Minneapolis, MN: University of Minnesota, Department of Vocational and Technical Education, Minnesota Research Coordinating Unit for Vocational Education, 1976, 63 pp.

The purpose of this study was to identify the factors and information needs of educational planners in Minnesota as they faced decisions in planning vocational education. Further, the study was to identify the relative priority of these factors and ascertain if it varies between: (1) planners at the state versus local educational agency and in vocational education versus outside vocational education, and (2) type of planning decision. Simulation exercises in which a selected sample of educational planners in Minnesota faced several "dilemmas" in planning vocational education were used to collect data. Responses and interactions were content analyzed in order to obtain a more objective description of the educational planners' concerns. Eight major planning factors were identified. The eight factors, arranged in order of priority (high to low), were: efficiency, legal, satisfactoriness, mutual satisfaction, satisfaction, quality and alternative sources (tie), and equal opportunity. Vocational education participants disagreed with non-vocational education participants on the priority rank order of the major factors. Participants working at the state level versus those working at the local level had moderate agreement. A total of 77 different types of information were requested in making program planning decisions in the exercises. Vocational education participants versus non-vocational education participants agreed moderately on the priority rank of information requested. Participants working at the state level versus those working at the local education agency level highly agreed on the priority rank order of the information requested. Recommendations included replication of the study and further investigation of related issues; use of the simulation exercises as a teaching strategy for vocational education administrators; identification, production, and dissemination of the information found to be of high need for making program planning decisions; development of an explicit, rational, and objective planning strategy; and enhancement of communication between vocational education and non-vocational education planners with focus on the values of both groups.

Copa, George H., Geigle, E. K., & Irvin, D. E., Jr. Critical Issues in Planning Vocational Education: A Series of Simulation Exercises. Minneapolis, MN: University of Minnesota, Department of Vocational and Technical Education, Minnesota Research Coordinating Unit for Vocational Education, 1976, 95 pp.

The simulation materials presented in this document were developed and used to identify the factors, priorities, and information needs in planning vocational education. The materials are combined into one volume to enhance their use as a teaching strategy for providing increased awareness and examination of the relevant factors and their interaction in planning vocational education. The materials consist of a background section, eight exercises concerning selected vocational education planning problems, and a set of supporting information sheets for use during the exercises. The materials are designed for use with 9 to 11 individuals as a group. Several groups can participate independently at one time.

Delbecq, Andre L., Van de Ven, A. H., & Gustafson, D. H. Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Processes. Glenview, IL: Scott, Foresman and Co., 1975, 174 pp.

This book explains the Nominal Group Technique (NGT) and the Delphi Technique for human service practitioners. The two methods are designed to increase the creative productivity of group action, facilitate group decision, help stimulate the generation of critical ideas, and give guidance in aggregation of individual judgment. The information is presented in five chapters. The first introduces the reader to the need for group methods to be used in "judgmental decision-making." The second chapter reviews the research on small group decision-making and the constraints which the usual coordinative and information exchange meeting places on problem-solving. Chapters 3 and 4 provide explicit and detailed guidelines for NGT and the Delphi Technique. The final chapter discusses in detail the use of NGT in planning exploratory research, involving citizens, identifying multidisciplinary efforts, and reviewing project proposals.

Demos, Elene S. A Guidebook for State and Local Planning for Implementation of Vocational Education Programs for the Handicapped. Final Report. Columbus, OH: The Ohio State University, The National Center for Research in Vocational Education, 1978, 31 pp.

The problem of how to increase and improve the accessibility of vocational education programs for handicapped individuals provided the basis for the project activities described in this final report. The development of the guidebook was to allow for the identification, analysis and sharing of those specifics that are successfully contributing to the extension of provision of open access to vocational education programs for the handicapped. The guidebook also presents documentation to support acceptance of the mainstreaming of handicapped persons who choose vocational education in order to ultimately increase and improve the accessibility of these education programs to handicapped individuals. Project methodology, procedures, participants, etc. are presented and a summary and conclusions section reports that within the project's limitations of time and resources, the objectives were achieved. Appendices include project questionnaires and document rating instruments.

Demos, Elene S., & Johnson, C. M. A Guidebook for State and Local Planning for Implementation of Vocational Education Programs for the Handicapped. Columbus, OH: The Ohio State University, The National Center for Research in Vocational Education, 1978, 52 pp.

This guidebook addresses the problem of increasing and improving the accessibility of vocational education programs for handicapped individuals. It identifies, analyzes and shares a number of approaches that are successfully contributing to the improvement and extension of provisions for open access to vocational education programs for the handicapped. The three components examined, developed, and reported in the guidebook are staff development, the individualized education program, and career development. Each component begins with a problem statement, an overview of the component, and an explanation of the intended use of the component. The needs are noted, the approaches that can be used to deal with the need are identified, the target audience for the approaches are identified, and human and documentary resources that could be consulted are listed, to help local administrators address the needs. A list of suggested readings is provided with each component that might be used by state and local administrators in developing plans related to each area.

Dunham, Daniel B. A planning process to make vocational education more responsive to real needs. American Vocational Journal, 52, 6, September 1977, 24-26.

As one direct result of the new legislation, P. L. 94-482, broad-based planning involving representation from a wide range of agencies and other groups and individuals concerned with vocational education and manpower training is and will be taking place within the states in the development of vocational education plans. As a consequence of this planning process, state and local plans will be increasingly more reflective of real needs and issues in vocational education in the years to come. This article points out the vital need for cooperative and coordinated planning among manpower training services and vocational education groups such as CETA, private vocational-technical schools, industrial training programs, apprenticeship programs, on-the-job business and industry training programs, and the training programs of the armed services. In order to gear up for a common system for planning, a five-level planning outline is proposed. The levels outlined and discussed include: (1) mission statement; (2) long-range goal statement; (3) short-range goals; (4) objectives; and (5) activities. The prerequisites for effective and efficient planning--information, interest, involvement, initiative, understanding, a communication system, and a planning technique--are given, and the point is made that planning by nature is dynamic, changeable, reactive, and usually progressive. In vocational education, planning must focus on people--their needs, biases, and diversity. Greater efforts must be made to involve teachers as active participants because it is the teachers who are ultimately the implementers of the plan. The article concludes by listing those things that effective planning must be: (1) accurate, (2) farsighted, (3) reasonable, (4) broad-based, (5) systematic, (6) useful, and (7) responsive.

Hamlin, Roger E., & Muth, C. R. Planning for Vocational Education. East Lansing, MI: Michigan State University, Proaction Institute, 1977, 213 pp.

The topic of this book is long-range planning for vocational education. The overall outline is, first, to look generally at the applicability of the planning process to vocational education; secondly, to describe a planning model in detail; and thirdly, to examine organizational structures for educational planning and their relationship to other community planning systems. Chapter 1 provides an overview of vocational education and the planning process, and looks at the current state-of-the-art of planning for vocational education. Chapters 2 and 3 examine the two major recipients of services provided by vocational education--the student and the economy. Chapter 2 describes labor market planning as it relates to vocational education, and Chapter 3 analyzes the projection and evaluation of student interest in vocational programs. Chapters 4 through 8 look at the major systems internal to vocational education. Chapter 4 first explores the issues of the optimum size and structure of the vocational system, then focuses on curriculum development with an emphasis on integrated occupational demand and student interest. Chapter 5 looks at facility and equipment planning for vocational education, and Chapter 6 discusses planning for instructional personnel. Chapter 7 outlines fundamental accounting techniques for vocational education, and office methods for predicting and evaluating future costs based on programs, personnel, and facilities. Chapter 8 points out the crucial role placement programs can and should play in vocational education planning. Chapter 9 is concerned with the relationship of vocational planning to other planning systems, including community or urban planning and labor market planning.

Hamlin, Roger E., & Muth, C. R. Planning for Vocational Education: A Selected Bibliography. East Lansing, MI: Michigan State University, Proaction Institute, 1977, 43 pp.

This document is a bibliography for long-range vocational education planning. It includes not only references for vocational education, but also references to documents in related fields such as urban planning, labor market information, and management. The bibliography does not include comprehensive listings for any one field; rather, it represents a sampling of relevant and significant materials from fields that are likely to be of interest to the vocational education planner. The bibliography is organized into two sections. The first presents a larger selection of material listed alphabetically by author. The second section is a smaller annotated listing arranged alphabetically around specific categories selected as being of particular value to vocational education planners.

Hamlin, Roger E., & Muth, C. R. Preliminary Long-range Planning Model. East Lansing, MI: Michigan State University, Proaction Institute, 1977, 50 pp.

This document presents a planning model which is designed to provide the vocational education administrator or planner with a preliminary method of projecting the need, supply, and cost of vocational education programs offered by a single district or agency. The model operates in one-year increments to a maximum of five years. Each critical program component is separately identified and a single method is used to estimate each component. The components are then combined to obtain a unified view of the program outlook. The planning process is divided into two parts, each with several steps. The first part uses existing programs, student interest, and skill-related placement (job demand) to establish target programs. The second part takes the target programs as a base for estimating future program costs. The costs are broken down into teaching staff, capital outlay, and consumables. The planning model is preliminary in the sense that it does not present a final outcome; the result may be altered and the model rerun when either basic data or expectations change. The authors state that the result should be a balanced and realistic program which can form the basis for valid budget requests and resource allocations.

Hapgood, Karen, & Getzels, J. Planning, Women, and Change. Chicago, IL: American Society of Planning Officials, Planning Advisory Service, 1974, 76 pp.

This report is the result of a project conducted by the American Society of Planning Officials to study the relationships between the changing roles of women and the practice of planning. Chapter 1 presents the status of women today in a historical context. Chapter 2 discusses the issues relating to the status of women from a planning viewpoint. Chapter 3 proposes an enlargement of the process by which planning decisions are made and a refocusing of the tools and techniques of implementation. It suggests that client-centered planning must be consciously pursued and offers recommendations for accomplishing such planning. Other suggestions for implementation are made in the areas of policy planning, organization of the planning agency, citizen participation, zoning, capital improvement budget, and review processes. Chapter 4 discusses the implications that the changing role of women has for men, the structure of work, and society in general. The report also includes six papers presented at an ASPO women's workshop held in December, 1974. The papers are: (1) "Designing a City for All" by J. L. Abu-lughod; (2) "Planning and the Married Woman with Children--A New Town Perspective" by C. Temple; (3) "Planning and Women in the Suburban Setting" by M. M. Pray; (4) "Planning for Women in the Central City" by F. F. Piven; (5) "The Transportation Needs of Women" by P. Kaniss and B. Robins; and (6) "Political Implications of Planning for Women" by A. Beck.

Hirsch, Werner Z. Planning education today for tomorrow. Urban Affairs Quarterly, 2, September 1966, 3-18.

In three areas of responsibility--policy considerations, program formulation, and program administration--educational planners are relatively unprepared to make decisions affecting urban education in both the immediate and the distant future. These three fundamental responsibilities involve identifying educational objectives, opportunities, and problems and solutions; formulating educational programs to meet the needs that have been recognized; and effectively administering the resultant programs. The establishment of a metropolitan education outlook station is proposed as an inter-institutional planning center to offer local units unified information and a common source of expert advice. Various ways to plan and utilize such a facility are outlined, including simulation techniques, benefit-cost analysis, and program budgeting. Potential problems which such a facility could help to solve include time-energy expenditures for the increasing proportion of older adults, poor utilization of intellectual talent, the best use of computerized information systems, and vocational training for the technologically displaced worker.

Kaufman, Jacob J., & Sumansky, J. M. Manpower Planning, Occupational Education, and the Decision to Participate in the Labor Force. Raleigh, NC: North Carolina State University, Center for Occupational Education, 1974, 95 pp., ED 109418, CE 004 255.

The report examines the multiplicity of factors which influence the labor market activity of the population and explores the implications of changes in those influential factors with regard to manpower and educational planning policy. The first section contains the introduction to the problem, summary of factors affecting labor force participation, and implications for manpower and occupational education planners. In the second section, the authors outline two alternative models of labor market functioning and present an historical accounting of manpower and educational planning. Some manpower forecasting methods are reviewed as attempts to understand labor force behavior over time. The third section reviews the literature with particular reference to factors influencing the work decisions of: (1) women (marital status, earnings, education, presence of children, school attendance, training, and labor demand), (2) whites and minority groups (Negro and Spanish American), (3) older persons, and (4) people of varying educational attainment. Labor force turnover is examined briefly and conclusions are drawn concerning those variables most influential in the decision to participate in the work force. Policy implications of changes in labor market behavior are explored in the context of manpower and educational planning. A bibliography and technical appendix complete the report.

Kaufman, Roger A. Educational System Planning. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1972, 161 pp.

A system approach to educational planning, as defined in this volume, is a type of logical problem-solving process which is applied to identifying and resolving important educational problems. The intent of this book is to introduce some tools and concepts and an associated way of thinking that are useful in identifying for resolution high-priority educational needs and problems in a more orderly, systematic, objective manner than most planners have previously employed. An introductory chapter on planning is followed by a discussion of education as a management process--a system approach to education. Also included are sections on determining educational needs; mission analysis, function analysis; task analysis; and methods-means analysis. The final chapters discuss doing what you have planned and planning what you do. A bibliography is included.

Koble, Dan E., Jr., & Long, A. E. (Eds.). Improving State Level Vocational Planning and Evaluation. Columbus, OH: The Ohio State University, The National Center for Research in Vocational Education, 1978, 156 pp.

This document's purpose is to provide state level vocational education staff members with a reference source for assistance in solving planning and evaluation problems and in facilitating the decision-making processes in their particular states. In an attempt to assist states in their improvement efforts, The National Center for Research in Vocational Education conducted a national conference focusing on planning and evaluation projects, techniques, and strategies. In addition to the conference, other evaluation practices were identified through a pre-conference survey of selected states and a computerized literature search. This document is a compilation of the models, ideas, and practices forthcoming from the conference and identified in related search efforts.

Lecht, Leonard A. Priorities for Planning in Vocational Education: Alternatives for the 1970s. Washington, DC: National Planning Association, 1975, 48 pp., ED 135951#, CE 009663.

Written before the congressional deliberations which resulted in changes in the Vocational Education Act, this report makes the recommendations for national priorities of vocational education legislation. The report is in two general sections: (1) a National Planning Association (NPA) joint statement entitled "Strengthening Vocational Education in America" and (2) the basic report in six chapters and five statistical tables. The joint statement contains footnoted explanatory or contradictory comments by individual committee members. Chapter 1 provides an overview of current developments in vocational education and briefly discusses alternative issues. A discussion of enrollment changes, program changes, and the need to reach handicapped and disadvantaged students is contained in Chapter 2. Economic and educational performance indicators in relation to vocational education programs are discussed in Chapter 3. Chapter 4 considers the labor market changes and discusses rural-urban differences. Chapter 5 deals with dollar spending as an indicator of priorities, and Chapter 6 discusses the grants system tied to specific legislative objectives.

Mitchell, James P. New directions for apprenticeship policy. Worklife, 2, 1, January 1977, pp. 2-5.

Apprenticeship programs produce highly skilled workers who adjust well to changing industrial processes, enjoy employment stability, and have higher lifetime earnings than non-apprentice trained workers. Three factors account for the fact that fewer apprentices are trained than are needed annually: (1) unions are concerned that the apprenticeship system may disturb seniority rights and limit entrance into the skilled crafts lines to a single method; (2) unions want to continue to accept anyone who is qualified and to decide who those individuals are; (3) participation in apprenticeship is largely voluntary. Employers and unions engage in apprenticeship when it is in their own self-interest. A program developed by the Federal Committee on Apprenticeship made the following statements of new directions, initiatives, or policies to be taken with regard to apprenticeship: (1) concentrate on industries other than construction; (2) improve the federal-state partnership in apprenticeship; (3) establish community apprenticeship councils; (4) start industry promotion campaigns; and (5) encourage apprenticeship in the federal government. In addition to these proposed initiatives, the Bureau of Apprenticeship and Training is considering an exploratory project of continuation training for laid-off apprentices using CETA funds. Other projects are suggested for upgrading and serving apprenticeship programs. Based on growth or decline of various industry groups, needs for apprentices will grow or lessen. Expanding opportunities for women is a priority since participation has changed too little over the past decade. More positive results have been achieved for minority group members, but they are still underrepresented in some crafts. The strength of the apprenticeship system lies in the principle of learning on the job and in individuals who work hard for apprenticeship programs. Tables are given showing participation rates of minorities and women in apprenticeable trades and trends in apprentice registrations.

New Jersey Department of Education. MODELOG. Trenton, NJ: Author, 1975 Edition, 265 pp.

Modelog is intended to be "a kind of Sears, Roebuck catalog" for educational planning. Used as a reference guide, it can aid in the selection of planning models. In response to requests from numerous local school districts, the New Jersey Department of Education conducted a national search for existing materials and procedures related to one or more of the following six categories: (1) goal-setting procedures, (2) writing objectives and using existing banks of objectives, (3) assessment procedures, (4) guidelines for program selection, (5) evaluating program effectiveness, and (6) evaluating program efficiency. Modelog, a catalog of selected materials in each of these categories, is the result of that national search. It is a comprehensive collection of models, even though it does not and could not contain every existing model. Information contained is of three kinds: (1) the identification of which planning category (e.g., goals, assessment, etc.) each model addresses, (2) identification of original developer, publisher or distributor and approximate costs, and (3) concise descriptions of each model extracted from original source material.

North Carolina State University at Raleigh, Center for Occupational Education. Planning by Objectives: A Systematic Procedure for Planning. Raleigh, NC: Author, 1973, 17 pp.

The purpose of this document is to provide a formalized procedure which a public agency can use to (a) identify organizational goals and the corresponding objectives necessary for goal achievement and (b) develop a plan for the attainment of each goal-related objective. The PBO procedure is based on the systems approach to planning. A generalized systems model is presented and key concepts defined. The actual procedure is described in detail and consists of seven tasks: (1) identify nature of community services provided by an agency, (2) operationalize in measurable terms the demands identified in Task 1, (3) identify explicit goals associated with unsatisfied demands, (4) identify controllable target moderator objectives which influence goal achievement, (5) formulate target moderator objectives and identify a functional output necessary to achieve each target moderator objective, (6) formulate a set of process objectives necessary for achievement of each functional output and assign responsibility, and (7) develop an action plan for achievement of specified process objectives. Task performance is guided by corresponding task sheets which provide the format for task response. An illustrative example is presented.

Ohio State University, The, The Center for Vocational Education. An Interaction Simulation: Coordinated Local-State Vocational Educational Planning. Simulation Director's Manual, Book One, Research and Development Series No. 48. Columbus, OH: Author, Revised 1975, 55 pp.

This publication reports the third in a series of projects designed to develop, test, and disseminate simulation training materials for leadership development. Simulation as a training strategy builds on the realism a simulated situation offers, providing experiences in interpersonal and other critical problem areas. Preceding publications in this series--Supervision and Decision-Making Skills in Vocational Education: A Training Program Utilizing Simulation Techniques (R & D 35) featured the development of supervision and decision-making skills and Simulation Training in Planning Vocational Education Programs and Facilities (R & D 36) featured development of program facility planning knowledge and skills. This publication focuses upon coordinated local-state vocational education planning. These materials are designed primarily for use with state leadership personnel, either on an in-service basis or through graduate education programs, but they can also be adapted to local vocational and general education administrators. The simulation is designed to provide local and state vocational education planners with a simulated experience beginning with the initiation of the planning process through development of a proposal to establish an area vocational education center. Discussion includes:

the process of simulation development; rationale; components of the simulation package: scenario, simulation techniques, color coding, operational guidelines, modes of presentation, facilities, equipment and supplies; planning checklist; group formations; bibliography; and appendices.

O'Reilly, Patrick A. The State Planning Process in Vocational Education. Project Baseline Supplemental Report. Flagstaff, AZ: Northern Arizona University, 1975, 54 pp.

The Vocational Education Act of 1963, as amended in 1968, required that the states engage in a detailed program of planning and reporting in order to qualify for federal vocational education funds. This report describes the state planning process for vocational education as it exists in the states, problems encountered by the states, and planning initiatives made by the states. The commonalities and differences in the planning process in the states are identified. The various methods used to develop the State Plan are described. The origin of data going into the State Plan is discussed, and the major steps in writing and reviewing the State Plan draft are traced. A number of problems have been encountered by state planning personnel. The major problems and the causes and possible effects of these are identified. State planners' suggestions for solving these problems are offered. Although the study is strictly descriptive in nature--that is, no statistical treatments were applied to the data--an effort is made to gauge the effects of planning. Innovations in the planning process and examples of exceptional planning efforts are identified. Trends in the planning of vocational education are examined to determine whether the State Plans are true planning documents or merely compliance documents. Finally, recommendations are offered which, if implemented, should improve the planning of vocational education. These recommendations are aimed at stimulating legislative action at the federal level.

Pershing, J., & Elbert, D. The General Systems Approach as a Tool for Planning and Managing Vocational Education in the State of Missouri. Columbia, MO: University of Missouri-Columbia, College of Education, Department of Practical Arts and Vocational-Technical Education, Office of Vocational Education Research, 1975, 16 pp.

This paper describes the general systems approach as a tool for planning and managing vocational education. The systems approach provides a conceptual framework within which all system elements can be analyzed and related to the whole through a variety of analytical and judgmental tools. The basic structural elements of the system are inputs, processors of inputs, and resulting outputs. Output that is recycled and influences inputs or processors is called feedback. External factors which may influence the system are part of the systems environment. The paper concludes by relating the principles of the general systems approach to the organizational and operational aspects of the Task Force 1990 study group and its sub-committees. (This group was organized to work with the Missouri Department of Elementary and Secondary Education in making decisions concerning the future operation of vocational education in Missouri for the next decade.)

Rhode Island State Department of Education, Bureau of Vocational-Technical Education. Guidelines for Local Planning for Vocational Education. Providence, RI: Author, 1978, 14 pp. plus 9-page appendix.

These guidelines begin by outlining the efforts of the Bureau of Vocational-Technical Education during the spring of 1977 to encourage school systems to establish a mechanism for setting priorities for vocational education at the local level and to plan programs to meet these priorities (Phase I). Five priorities have been established as a focus for Phase II planning based on the Rhode Island Board of Regents' policies and priorities, directions identified in the Five Year Plan for Vocational Education, and in harmony with the recommendations of the State Advisory Council on Vocational Education. Goals of the Board of Regents and State Advisory Council recommendations are given, and technical assistance available from the Bureau of Vocational-Technical Education and the Bureau of Technical Assistance is outlined. A timeline for FY 78 local planning and a listing and detailed descriptions of local plan components are presented. Components include: (1) philosophy and goals, (2) needs identification, (3) local plan development and approval process, (4) profile sheet, (5) continuing programs, (6) new activities/programs requiring federal support, (7) student access to vocational education, and (8) long-range planning. Also included are sign-off sheets for local plan review and local plan approval. The appendix consists of application forms for project renewal funding.

Starr, Harold, Dunham, D., Woolf, W., & Harris, J. Developing State Plans for Vocational Education. Columbus, OH: The Ohio State University, The National Center for Research in Vocational Education, 1978, 94 pp.

The primary purpose of this manual is to facilitate the improvement of State Plans for vocational education. The manual was developed to enable its readers to understand better the process of developing and preparing State Plans for vocational education in accordance with the states' needs and federal requirements and intent. The intended audiences are vocational educators and state divisions of vocational education, vocational educators at the local level, and non-vocational educators who are or will be involved in some capacity in the development of State Plans for vocational education. After the introduction, the first chapter discusses the need to improve State Plans, pertinent federal legislation, and involving non-vocational educators in plan development. Chapter 2 describes requisite pre-planning activities, the planning process itself, and use of employment data. Assigning staff and designing the plan's format are the topics of the final chapter. The appendix summarizes the rules and regulations to be followed in preparing the assurances and program provisions for the five-year State Plan, the annual program plan, and the accountability report. The authors caution that the manual is not complete with respect to all possible topics which could have been included, but it addresses those topics given highest priority for inclusion by the project's panel of consultants and advisory committee members.

University of Oregon, ERIC Clearinghouse on Educational Management. ERIC Abstracts on Planning, Programming, Budgeting Systems. Arlington, VA: National Academy for School Executives, 1973, 17pp.

The ERIC Clearinghouse on Educational Management, one of several clearinghouses in the Educational Resources Information Center system supported by the National Institute of Education, is operated at the University of Oregon. The clearinghouse compiles abstracts from document resumes in Research in Education for participant use in seminars sponsored by the National Academy for School Executives of the American Association of School Administrators. The present document is a compilation of abstracts on planning, programming, and budgeting systems (PPBS) which have been processed by ERIC clearinghouses. The document focuses upon philosophies and practices of PPBS including models, procedures manuals, and bibliographies. The listing is complete for all issues of RIE through April, 1973. The following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document number, price of the document if it is available from the ERIC document reproduction service, and the abstract. The documents are listed alphabetically by author and are numbered.

Ward, Darrell L. & Koeninger, J.G. An Interaction Simulation: Coordinated Local-State Vocational Education Planning. A Compendium of Background Information, Book Two, Columbus: The Ohio State University, The Center for Vocational and Technical Education, Research and Development Series No. 48, 1971, 51pp.

This publication is one of 10 which constitute the total simulation package of leadership training materials, An Interaction Simulation: Coordinated Local-State Vocational Education Planning. These exercises were developed from actual case histories and problems submitted to the writers by present leaders of vocational education. Effort has been made to assure their accurate presentation of day-to-day working problems of local and state vocational education administrative personnel. Sections of the document include: Rationale for the Simulation; An Introduction to Simulation; Scenario; Roles; Operational Guidelines; and two Addendums: 1) State of Lafayette Demographic Data and 2) Washington County Vocational-Technical Survey Summary Report.

Williams, Robert T. (Ed.). National Conference on the Initiation of a Planning, Programming and Budgeting System in a State Division of Occupational Education. Raleigh, NC: North Carolina State University at Raleigh, Center for Occupational Education, 1970, 124 pp.

The Center for Occupational Education conducted a project to assist North Carolina state agencies responsible for occupational education administration in initiating a planning, programming, and budgeting system. A conference was held to disseminate the Center's experiences. This report contains a brief description of the project's background and the conference, and the text of the majority of papers presented at the conference. The presentations were designed to provide a mix between the principles of planning and management and the practical problems which agency personnel encounter when trying to implement those principles. The eight papers included in this report are: (1) "The Center's PPB Project" by R. T. Williams, (2) "Laying the Groundwork for PPB" by M. Doty, (3) "Educational Planning" by J. A. Perkins, Jr., (4) "Integrating PPB Concepts with Office of Education Requirements" by C. Belcher, (5) "Program Evaluation and Review Technique" S. J. Gyuro, (6) "Local-State Planning Relationships" by S. T. Goodman, (7) "Establishing a Planning Concept and Budgeting Cycle" by H. H. Fischer, and (8) "The Integration of Planning and Evaluation" by R. T. Williams.

II. POLICY DEVELOPMENT

Alfrey, Jean K. Equal Rights for Women in Education: A Resource Handbook for Policy Makers. Denver, CO: Education Commission of the States, 1976, 122 pp.

This handbook outlines the issues, resource organizations, individuals, and recent state actions in the area of sex discrimination in education. The information is presented in terms of nine selected educational areas: (1) adult and continuing, (2) athletics, (3) employment in elementary/secondary education, (4) guidance and counseling, (5) higher education, (6) sex role stereotyping and curriculum materials, (7) teacher training and certification, (8) treatment of students, and (9) vocational education. In addition to a summary statement on each area, a selected bibliography is included. A third section lists individuals and organizations working on problems in the area, with specific information on their current activities and available resource materials. A fourth section enumerates relevant state action, including policy statements by state departments and state boards of education, and recently enacted legislation. The appendices contain a selected list of film resources and a listing of state departments of education and legislative service agencies for those interested in obtaining copies of policy statements or legislation.

California State Department of Education. Vocational Education Operational Policies: Supplementary Information for the Implementation of the Education Amendments of 1976, Title II, Vocational Education (Secondary only, Program Year 1978-79). Sacramento, CA: Author, 1978, 20 pp.

This document was prepared to answer questions regarding implementation of the Education Amendments of 1976, Title II (P. L. 94-482 and P. L. 95-40). It is intended as a supplement to the California Five-Year State Plan for Vocational Education. The question and answer format is divided into five chapters: (1) General, (2) Basic Grant, (3) Program Improvement and Supportive Services, (4) Special Programs for the Disadvantaged, and (5) Consumer and Homemaking Education.

Davis, Sharon, & Ward, M. Vocational Education of Handicapped Students: A Guide for Policy Development. Reston, VA: The Council for Exceptional Children, 1978, 81 pp.

This guide is designed to assist state and local educational agencies and intermediate educational units in developing administrative policies for the vocational education of handicapped students. It contains general descriptions of policy areas for which the local educational agency should develop specific policies and procedures based on the local situation. Following the description of each policy are policy development guidelines which review the applicable public laws, present issues related to the policy areas, outline elements of good practice, and in some instances cite references where further information can be obtained. The guide is divided into nine sections. Five sections present policy areas oriented toward identifying and serving handicapped students: identification of students, vocational assessment, individualized education programs, program placement, and service delivery. Four sections address administrative concerns with managing the program and providing appropriate resources: planning and administration, facilities and equipment, personnel, and fiscal management. While the policy areas discussed in this guide focus primarily on secondary vocational education, many are applicable to vocational education for out-of-school youth and adults.

Education Commission of the States. Model Policy Statement and Guidelines for Implementation: Vocational Education. Denver, CO: Author, 1977, 24 pp.

This document presents a model statement concerning sex bias and sex role stereotyping in vocational education programs, and guidelines for their elimination. The statement discusses the importance of eliminating sex bias and sex role stereotyping, the state of vocational education regarding these issues, and the responsibilities of the school and community in overcoming sex bias and sex role stereotyping. Guidelines for eliminating sex bias and sex role stereotyping include recommended actions by state agencies, state governing board, state or local vocational educational advisory councils, local school administration and school board, local directors of vocational education, instructional staff, curriculum development personnel, and guidance counselors. A suggested needs assessment instrument for determining sex bias in vocational education is given along with a suggested form for evaluation of vocational education programs. An annotated bibliography of resources concerning sex bias and sex role stereotyping is provided.

Goldsmith, J. Lyman. Policymaking is for everybody. Let's have a renaissance! American Vocational Journal, December 1976, 51, 9, 18-20.

This article is a call for a new awakening among vocational educators and administrators concerning policy. The author suggests that the basic principles of vocational education, developed during the beginnings of the century may well serve as the basis for the development of broad general policies which can then be translated into operational policies, rules and regulations. Policy can be defined either as a statement of belief designed to influence decisions or a broad goal or purpose that underlies the operation of an enterprise or program. A combination of these concepts is suggested for vocational education since there is a need for both broad philosophical statements and those of a specific operational nature. Policy statements should be positively stated, soundly based, carefully developed and precisely worded to make an efficient and effective vocational education program more likely. The author calls on all states to review, update, modify and extend their vocational education policy statements where necessary. Policy should be sound--but not prescriptive, and generalizable to all vocational programs. State vocational education policy makers include those officials who have responsibility for programs across the state, but individuals at the county, local and school level should be involved in policy development. The Principles of Vocational Education reported by the EPDA Project, Policy-Making for Vocational Education, are included as a part of this article.

Hamlin, Roger E. & Muth, C. R. A Policy Information System for Vocational Education. East Lansing, MI: Michigan State University, Proaction Institute, 1977, 139 pp.

The purpose of this document is to provide school vocational administrators with a planning tool. The system points the administrators to key variables or factors affecting the future of district vocational education programs, provides a list of the best sources of base information for each of the key variables, and offers methods for understanding and determining the interrelationships between the key variables as they interact over time. The principal component of the system is a simplified step-by-step method for long-range planning for vocational education. Part I starts with steps for assessing the future need for and interest in vocational programs. Part II takes the projected programs of Part I and translates these into resource requirements and costs. This report should be used in conjunction with another publication developed by the same authors entitled "Planning for Vocational Education."

North Carolina State Advisory Council on Vocational Education in North Carolina. A Call for Policy. 1976 Annual Report. Raleigh, NC: Author, 1976, 12 pp.

Rather than following the usual practice of proposing several recommendations a year, with each recommendation directed to a specific practice, program area, or State Board policy, the North Carolina State Advisory Council chose to make only one recommendation. Believing that vocational education in North Carolina has been hampered by lack of a strong, central, and overall policy which recognizes its position in regard to other education and training programs and its relationship to the state's economy, the Council made this recommendation--A Call for a Statewide Policy on Vocational Education. The Council follows its recommendation with reasons for making it: (1) Lack of Statewide Policy; (2) Vocational Education Policy has been Recommended Repeatedly; (3) Timely Reports and Documents. The Report concludes with a listing of four essential components of a Vocational Education Policy: (1) Statement of Philosophy; (2) Definition of Vocational Education; (3) Delivery System; and (4) Students With Special Needs. A summary statement declares: "What we seek by such a policy is an overall operational pattern that promotes strong basic education coupled with an integrated vocational program in our public schools, continued and expanded at the post-secondary level."

Phelps, L. Allen, & Halloran, W. D. Expanding Occupational Programming for Special Needs Learners: A Self-assessment Guide for State Education Agency Staff. Washington, DC: U. S. Department of Health Education and Welfare, Office of Education, Bureau of Education for the Handicapped, 1976, 8 pp. and appendix.

The purpose of this document is to aid personnel employed in state education agencies in their efforts to coordinate the provisions of: (1) P.L. 94-142 (Education for All Handicapped Children Act of 1975), (2) P.L. 94-482 (Education Amendments of 1976, Title II - Vocational Education), and (3) Sections 503 and 504 of the Rehabilitation Act of 1975. The guide is intended to provide the first step in a positive interaction and planning process to facilitate statewide vocational programming for serving individuals with special needs. The intent in this paper is not to present a federal compliance check-list against which annual state plans are to be assessed, but simply to provide a common information base regarding upcoming (at the time this document was written) federal regulations. With such an information base, SEA personnel can proceed (if necessary) with planning for modification, refinement and/or expansion of state policy and programming.

University of California, Division of Vocational Education. Policy-making for Vocational Education. Los Angeles, CA: Author, 1975, 20 pp.

This report is intended as a guide for all persons (state, county, or local) who mold or contribute to statewide policy for vocational education. Policy statements concerning program, personnel, fiscal operation, and evaluation are included in an attempt to isolate and delineate some of the factors that affect the everyday operations of vocational education at the state level. The statements in this report are not operational policies, rules, and regulations, but are general statements that may be used to express the intent of society, business, industry, labor, and education hierarchy. This report can be used by all states to review their own policy statements about vocational education, and to update, extend, or modify such policy statements.

III. NEEDS ASSESSMENT

Adams, Ronald D., & Newton, M. A Survey and Analysis of Vocational and Pre-vocational Education in Selected Correctional Institutions in Kentucky. Bowling Green, KY: Western Kentucky University, College of Education, Office of Educational Research, 1971, 160 pp.

This document is the final report of a study to survey and analyze the vocational and pre-vocational education in three correctional institutions in Kentucky. This project's goal was to contribute to the improvement of the vocational and pre-vocational educational programs within the correctional institutions. The secondary goal was to conduct in-service education for the instructional and related staff based on the survey's findings. The primary data collection method was personal interviews with teachers, administrators, case workers, correctional officers, and inmates. The report presents findings for each of the three institutions. Recommendations are made in terms of institutional and school philosophy, vocational education needs, pre-vocational education needs, communications, and research.

Camaren, R. James, & Others. Guidelines for Improvement of Vocational Programs and Resources to Serve Needs of Handicapped Students. Final Report. Englewood, CO: Performance Management Specialists, Inc., 1975, 271 pp., ED 142806, CE 012063.

A statewide census of all Colorado's handicapped citizens led to a research project which was designed to assess the vocational education and service needs of Colorado's handicapped youth and develop guidelines to modify and improve the existing secondary vocational programs to meet these needs. After collecting the data (primarily by survey), a comparative study of the perceived needs and the existing programs was conducted. The study revealed that there were numerous barriers to serving the vocational education needs of the handicapped. Twenty-nine of these barriers were identified by statement and organized into five general areas: awareness/acceptance of the handicapped, social-interpersonal relations, program administration and funding, school curriculum, and counselor/teacher problems. From these findings the authors generated a list of issues and actions for program improvement and a preliminary list of strategies for implementation. Finally, after synthesizing all the information, the formal list of guidelines (contained in this document) was developed and organized around eight vocational education service areas: identification, assessment, vocational education planning, programming and instruction, personnel, resources and services, school/community coordination, and environment.

Davison, Pamela. Vocational Education and Corrections: An Assessment of Opportunities and Needs. Raleigh, NC: CONSERVA, Inc., 1977, 127 pp. plus appendices.

This study was designed to develop and implement a procedure which correctional decision-makers could use to establish goals, objectives, and priorities for the improved programming of correctional vocational education. Procedures were developed for the identification and collection of information pertaining to (1) inmate needs for vocational education and training, (2) employment opportunities available to parolees and ex-offenders, and (3) vocational education and training resources available to correctional inmates. The procedures were pilot tested statewide in North Carolina. The pilot test included (1) an assessment of current and anticipated employment opportunities for ex-offenders, (2) an assessment of the formal vocational education programs, services and activities presently available to inmates, (3) an assessment of the work experience opportunities presently available to inmates, (4) an assessment of the legal and administrative barriers to employment of ex-offenders, (5) an assessment of the perceived vocational education and employment needs of inmates, (6) an analysis of the congruency between assessed inmate educational and employment needs and available educational and employment opportunities, and (7) the development of recommendations for improving the congruencies between needs for skills development and the opportunity to fulfill those needs. The results of the pilot test demonstrated that the procedures were well-suited for providing information pertinent to improving vocational education opportunities available to correctional inmates without the addition of new facilities or equipment.

Eliason, Carol. Women in Community and Junior Colleges: Report of a Study on Access to Occupational Education. Washington, DC: American Association of Community and Junior Colleges, 1977, 69 pp., ED 148429, JC 780048.

The document summarizes findings of the Center for Women's Opportunities (CWO) study of female students enrolled in vocational/occupational programs at 10 two-year colleges. Survey results indicate: (1) 60% of the students were under 21, single, full-time students; 40% were over 21, married or divorced, full- or part-time students; (2) 84.4% were white, 9.3% black, and 6.3% of other ethnic minorities; (3) 41% enrolled to prepare for immediate employment upon graduation, 25.6% enrolled to increase general knowledge, and 23% planned to transfer; (4) 56% were enrolled in traditional (75-100% female enrollment) programs, 16% in non-traditional (1-25% female enrollment) programs, and 28% in neutral programs; and (5) respondents appeared to have little exposure to vocational aptitude testing or counseling in either high school or college. Additional analyses of institutional related problems for the female student, model support programs and services, possible sex bias in financial aid programs, and the expansion of curricula are presented.

Extensive appendices include the student survey questionnaire and interview outline, comparison questionnaire responses of male and female students, a listing of exemplary programs for women in two-year colleges, and a listing of additional funding sources. A lengthy bibliography completes the document.

Equall, Steve A. Planning for Vocational Education Through Needs Assessment. Lincoln, NE: Nebraska Department of Education, undated, 63 pp.

After noting that local needs assessment is the heart of the vocational education planning process, this document describes how to conduct such a study. An overview of the needs assessment process is presented. The design of a needs assessment is discussed in terms of an analysis of the job market, existing programs, the population, and resources. The manual concludes with a discussion of program plan development. Prototypic charts, forms, examples, and questionnaires are liberally included throughout the text.

Fair, George W. Vocational Education Programming for Special Education Students in Texas. Final Report. Dallas, TX: Texas University, 1976, 158 pp., ED 133591, CE 009696.

The purpose of this study was to begin an assessment of the status of vocational education programming for handicapped school-age students in Texas. Specific objectives were to determine the number of special education students enrolled in and completing regular and special vocational education classes during the school year 1974-75, to determine why special education students have not been enrolled in regular vocational education programs, and to estimate the types of services needed to enable more special students to enter vocational classes. To accomplish these objectives, questionnaires were sent to the school districts to collect the basic data, and on-site interviews were conducted to validate and clarify the questionnaire data. Survey results are detailed in narrative and tabular form, with recommendations for improvement including in-service programs for vocational and special educators and other appropriate school personnel. The questionnaires and letters used in the project are appended.

Greenwood, C. S., & Morley, R. E. Iowa Vocational Education/Special Needs Assessment Project. Des Moines, IA: Iowa State Department of Public Instruction, Special Needs Section, and Drake University, College of Education, 1978, 33 pp. and appendices.

This document summarizes a project which sought to determine the extent to which services were being provided disadvantaged and handicapped students in Iowa secondary vocational classes and the areas of support which needed attention. Usable survey instruments were returned by 1,265 of the nearly 2,000 secondary vocational teachers in Iowa. Data were collected on five programmatic areas: (1) professional backgrounds and attitudes of instructors, (2) services currently available to special needs students, (3) class enrollment, (4) problems in dealing with special needs students, and (5) potential solutions to the problems. Significant findings included 30 percent of the teachers stating they were failing with most or all of their special needs students. The view that special needs students should not be integrated into regular classes was held by 30% of the teachers, as contrasted with 32% who said they should. Large numbers of vocational teachers were not aware of the various career exploration and work experience programs that might be available to special needs students in their schools, districts, or communities. The most frequent problem areas encountered by teachers in serving disadvantaged and handicapped students were low reading and math ability. Teachers expressed a need for more training to recognize and deal with special needs students. Recommendations included a follow-up survey to probe questions raised by the present study, a dissemination system to inform educators of the rules and regulations regarding the provision of services to special needs students, the provision of in-service training to educators, and investigation of entrance criteria for vocational preparatory courses at the secondary level. The appendix contains a copy of the survey instrument.

Hughes, James H., & Rice, E. Mainstreaming the Handicapped: A Needs Assessment and Program Planning Procedure. A Manual for Vocational Education Administrators. Volume II. Chapel Hill, NC: System Sciences, Inc., 1978, 58 pp.

This manual is the result of a project to design and develop a needs assessment planning procedure to assist local vocational education administrators in implementing the mainstreaming approach for serving handicapped students in vocational education. The procedure is conceptually based on a program planning and evaluation model with four components: (1) needs assessment and barriers identification, (2) development of strategies to meet needs and overcome barriers, (3) implementation of planned strategies, and (4) evaluation. The procedure features (a) the nominal group technique process in the needs assessment and barriers identification phase, and (b) the force field analysis technique in the development and selection of alternatives strategies. Specific instructions are provided for the formation, composition, and utilization of a local planning committee to assist the local vocational education administrator in planning for and undertaking the implementation of the mainstreaming approach. A list of available resources is also provided.

Hughes, James H., & Rice, E. Needs Assessment Procedure: Mainstreaming the Handicapped. Final Technical Report, Volume I. Chapel Hill, NC: System Sciences, Inc., 1978, 12 pp.

The purpose of this study was to design and develop a needs assessment procedure to assist local vocational education administrators in planning and implementing the mainstreaming approach for serving handicapped students in vocational education. This document defines mainstreaming and describes the project's legislative background, objectives, and activities. The research methodology consisted of a literature review of: (1) the general mainstreaming topic, (2) program planning, (3) needs assessment procedures, (4) barrier identification and analysis, (5) program evaluation, (6) mainstreaming the handicapped in vocational education, and (7) related areas and issues. From the studies and reports reviewed, project staff designed and developed the needs assessment procedure. The procedure is conceptually based on a program planning and evaluation model with four components: (1) needs assessment and barriers identification, (2) development of strategies to meet needs and overcome barriers, (3) implementation of planned strategies, and (4) evaluation. The procedure is fully described in a companion document entitled Mainstreaming the Handicapped: A Needs Assessment and Program Planning Procedure. A Manual for Vocational Education Administrators. Volume II (Hughes & Rice, 1978).

Iowa Department of Public Instruction, Special Needs Section. Vocational Assessment Systems: Application in Programs Serving Special Needs Populations. Des Moines, IA: Author, 1973, 123 pp.

This document is a compilation of 15 papers presented at a workshop on assessment systems in career development programs held in Council Bluffs, Iowa, in March, 1973. The papers consisted of: "Assessment Systems in the Career Development Programs" by J. Athen; "Vocational Assessment: What Can Be Gained from It?" by D. Brolin; "Assessment Systems in Career Development Programs" by D. J. Dunn; "The Singer Graflex System" by S. Hienemann; "Use of the Singer System for Career Exploration" by D. Anderson and B. Stoll; "Singer Graflex System--Its Use in Correctional Programs in Wisconsin" by R. J. Cerna; "The Use of Singer Graflex with the Mentally Retarded" by R. Schoonover; "JEVS" by H. Kulman, F. Drachman, and F. Stabene; "The JEVS System in a Community College" by D. Krehbiel; "The Tower System" by B. Rosenberg; "Comparison of the JEVS, Singer/Graflex and Tower Work Evaluation Systems" by D. Dunn; "The Wide Range Employment Sample Test" by R. E. Morley; "Talent Assessment Tests" by W. E. and M. K. Nighswonger; "APEX--The Office: Reality Training of Simulation" by R. E. Morley; and "Observations and Implications" by D. Kroloff.

Massachusetts Department of Education, Division of Occupational Education. Project CAREER in Motion. Randolph, MA: Author, 1973, 6 pp. and attachments.

Project CAREER is a federally funded project which has developed occupationally oriented data and materials for instructional use. The project has broken 122 occupations into smaller units called performance objectives. Each performance objective consists of a conditions statement which lists all the tools, equipment, materials, etc. that are required for successful performance; a performance statement which states the specific tasks to be performed; and an extent statement which stipulates the standards against which to measure the performance. Performance objectives which can be performed by students who are deaf, mentally retarded, blind, speech-impaired, physically impaired, or emotionally disturbed are identified. For each performance objective, the prerequisite learnings, component tasks, environment, and concepts are listed. Project CAREER provides these basic data to educators in order that new curriculum materials can be developed in the schools. The present document explains the purpose, processes, and products of Project CAREER. Examples of products are included. Supplemental documents which also may be obtained are Suggested Models of Implementing the Project CAREER Data Banks; Instructions for the Use of Career Preparation Analysis Charts (Careerograms); A Theoretical Model of Career Education for Special Students; Project CAREER Diagnostic--A Prescriptive Plan Leading to a Career Development Program for Special Needs Students; concepts manuals (math and science, business and law, and economics); and a data catalog.

McClellan, L. Dean, & Newton, R. Forecasting and Analyzing Needs and Barriers in Kentucky Vocational Education. Final Report. Louisville, KY: University of Kentucky and Morehead State University, 1977, 88 pp., ED 150307, CE 014385.

Objectives of a Kentucky project were to analyze existing needs and barriers and potential needs and barriers regarding (1) new and emerging occupations, (2) elimination of discrimination, (3) vocational staff development, and (4) funding vocational education. A statewide planning committee assisted in development of the method and instruments. A Delphi questionnaire was developed and sent to samples of personnel from seven different groups of vocational educators and policy-makers in the state. Response and feedback were synthesized and analyzed to determine commonalities and differences, and participants were then asked to reach a consensus regarding each of 10 issues. Results identify future needs and barriers in the following categories: influence of technological and scientific advancements; effects of social changes; how to improve community involvement; role of local, state, and federal government; response to future occupational trends and innovations; how to meet the needs of minorities, disadvantaged, and handicapped; future educational strategies; identification of future problems; occupations which will be eliminated; and need for greater access to occupational education. Statistical results and description of responses to each question are included, along with related recommendations.

Nero, Sharon A. An Exploratory Study of the Sociological and Psychological Impacts of Mid-Career Changes for Women. Menomonie, WI: University of Wisconsin-Stout, Center for Vocational, Technical and Adult Education, undated, 45 pp.

The purpose of this study was to explore the dynamics of mid-career changes for women, focusing specifically on the change from housewife and mother to labor force participant. Common problems, opportunities, obstacles, and benefits were examined. Data were collected from 66 women from across Wisconsin who were between the ages of 30 and 49, and either presently enrolled in or had recently completed a VTAE program for the purpose of entering the labor force. Significant findings were that approximately half of the women were separated, widowed, or divorced. Most were utilizing government assistance programs to finance their mid-career change, and 80 percent had at least a high school diploma prior to their enrollment in the program. The major reasons for returning to school were financial. Their greatest problems were orienting themselves to their new lifestyle as a student and coping with the conflicting time demands of home and school responsibilities. Most of the women in this study had not encountered age and/or sex discrimination in any facet of the VTAE experience. The women's recommendations for program improvement included the provision of an employment service, a reorientation class for returning housewives, single parent counseling services, and advertising of the various VTAE programs. A model for mid-career change decision-making is presented which considers the social and economic milieu of a woman's lifestyle, her individual psychological makeup, available educational and work opportunities, and the role of VTAE, school and the counselor.

North Carolina Department of Public Instruction, Division of Occupational Education. Handbook for Evaluating Disadvantaged and Handicapped Students for Planning Occupational Education Programs. Raleigh, NC: Author, 1970, 37 pp.

This handbook was designed to help teachers, school administrators, and supervisors in identifying and evaluating disadvantaged and handicapped students in order to plan occupational education programs for these youth. The terms disadvantaged and handicapped are defined. The handbook includes procedures and instruments useful for evaluating disadvantaged and handicapped students. Sources of information concerning individual students are described.

Parsons, Edgar A., & Others. Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped. Final Report, Volume I. Chapel Hill, NC: System Sciences, Inc., 1975, 319 pp., ED 136022, CE 010157.

Primary objectives of a national study were to quantify resource utilization patterns of vocational education programs effectively serving special needs populations and to develop a methodology for estimating resources required to successfully serve these populations. Emphasis was placed on the disadvantaged, as defined in P. L. 90-576. Surveyed programs were selected from nominations by state consultants with responsibility for special needs programs, state advisory councils, and other selected sources. Ninety-eight program administrators (62% of the sample) completed a survey questionnaire designed to accept all measurable program resources. Seventy-eight program elements were classified into eight program components. (Resource use patterns are documented in tabular form to facilitate program planning, budgeting, and review at all levels.) A seven-step procedure, utilizing data provided by participating program administrators, was developed. (Estimates of needs are provided at national and state levels and for four types of program environments.) Findings suggested that (1) while difficult, successful vocational education for the disadvantaged is being demonstrated, (2) significant numbers of eligible students are not served, (3) the 15% set-aside funds are inadequate--12-20 times more could be expended effectively. This volume, one of a three-volume report on the national study, contains five chapters: Introduction, Literature Review, Issue Oriented Seminars and State Plans Analysis, Methodology and Procedures, Results, and Conclusions. Appendices include summaries of two issue oriented seminars, sample correspondence, the master program list (coding system and system explanations), and the program administrator questionnaire.

Phelps, L. Allen, & Wentling, T. L. A Proposed System for the Identification, Assessment and Evaluation of Special Needs Learners. Houston, TX: American Vocational Association Convention, National Special Needs Supervisors Workshop, 1976. (The authors are currently on the faculty of the University of Illinois-Urbana in the Department of Vocational-Technical Education.) 21 pp.

This paper presents an approach to the collection and utilization of learner identification, assessment, and evaluation information in the special needs programs. Preceding the model's presentation, the authors discuss problems related to identification and assessment of special needs students. The problems include identification and labeling implications, usability of current assessment information, lack of continuous assessment, fairness and accuracy of psychological testing, lack of systematic utilization of assessment information, limitations of measurement technology, and lack of systematic approaches to evaluating special needs programs.

The model is divided into four information generating components which correspond to the chronological progression of a student through an instructional program. The four components are pre-assessment, formative assessment, summative assessment, and ultimate assessment. The evaluative information generated by this model supports instructional and administrative decision-making.

Porter, G. William. An Inductive Method of Health Education Needs Assessment. Unpublished doctoral dissertation, North Carolina State University at Raleigh, 1975, 216 pp.

One method of assessing area health education needs and resources was demonstrated in this study of the Albemarle region (State Planning Region R), consisting of 10 contiguous counties in extreme northeastern North Carolina. The method produced primary data for the rural area under consideration and is termed inductive because it provides for goals and objectives to be determined subsequent to, and on the basis of, an analysis of the current state. In contrast, in deductive models goals and objectives are set initially; then needs and resources are assessed. The assessment procedure utilized a survey approach consisting of the following steps: design, instrument development, location of potential respondents, data collection, and data analysis. On the basis of the data analysis, the health education needs and resources of the selected region were determined. The study stressed production, analysis, and presentation of primary data through target group involvement in such a way as to be of immediate, practical use to planners and decision-makers in setting goals and objectives for a particular Area Health Education System. Implications for other applications of the procedure for determining education needs in other occupational areas were given.

Porteus, James H., & Hullinger, J. L. A Survey of the Severely Disabled in Iowa: Client and Counselor Perceptions of Vocational Deterrents and Rehabilitation Needs. Des Moines, IA: The Easter Seal Society for Crippled Children and Adults of Iowa, Inc., 1975, 88 pp.

This study was conducted to survey the severely disabled people in Iowa in order to ascertain their perceptions of problems connected with employability and rehabilitation service needs. Personal interviews were conducted with 650 severely disabled persons, of whom 331 were employed. Over half of the employed respondents reported that they were not encountering any serious employment problems. Over 80% of the unemployed indicated that their general physical condition was a major deterrent to working. Fifty percent of the severely disabled unemployed indicated that they could work on either a full-time or part-time job. Approximately one-half of the severely disabled persons believed that more training would help them become employable. More than half of the respondents indicated that they would probably participate in training if it were offered. The counselor-interviewers perceived the major areas of service needs for severely disabled to be vocational, followed by medical, and then personal/social. It was recommended that special evaluation procedures be developed to determine the exact physical, restoration, and training needs of the severely disabled; programs be established or modified to increase accessibility; specialized job-seeking skills training and placement assistance be provided; and coordinative procedures be established among all agencies providing services to the severely disabled.

Rawson, Wilbur A. A Research Project in Developing a System for Comprehensive Vocational Planning for Local Schools in Kansas. Final Report. Topeka, KS: Kansas State Department of Education, Division of Vocational Education, 1976, 160 pp., ED 134719, CE 009413.

A research project was conducted from July, 1974, through June, 1976, to develop more comprehensive state-local planning for curriculum development, work-experience programs, and programs for the disadvantaged and handicapped. It was designed to coordinate total planning activities from the Kansas State Department of Education to the local classroom level. A regional service unit was established to serve nine counties in economically depressed southeast Kansas, and a needs assessment was made to determine educational shortcomings. Manpower needs data were gathered from employers in the nine-county area, as well as data on vocational curriculum interests from students, parents, and school staffs. Study findings revealed that educators at all levels and many area employers were actively involved in the project. As a result of regional cooperative planning, local schools increased their proposals for innovative projects, in-service training needs were pinpointed, and the role of career education in all aspects of education was demonstrated. The regional service unit conducted in-service workshops on career and special education and on vocational curriculum development. Study findings are detailed in the report, and materials related to the occupational survey, in-service workshops, evaluation, and proposed plans are appended.

Rice, Eric. Statewide Assessment/Evaluation of Occupational Programs for Disadvantaged and Handicapped Students. Chapel Hill, NC: System Sciences, Inc., 1978, 84 pp.

This state-of-the-art assessment of vocational education for special needs populations in North Carolina was considered by the author to be particularly appropriate in the light of recent federal and state legislation affecting these groups. The assessment was prepared for the State Advisory Council on Vocational Education in North Carolina, and it sought to: (1) identify problems in developing and administering programs, (2) quantify/prioritize programmatic needs, (3) document program success, and (4) provide information upon which to formulate policy. The following objectives were stipulated as goals of the research activity: (a) create a data base of information, organized around the most cogent issues relative to providing vocational education for disadvantaged and handicapped students in secondary and postsecondary (two-year level) public education in North Carolina; (b) quantify this information in a fashion that permits the data to be used as a basis for developing future educational policy as well as evaluating current educational practice; and (c) describe and quantify program arrangements that appear to characterize the more effective programs as well as identify factors that serve to facilitate or inhibit the provision of vocational education for special needs populations. Sections of the report include: Methods and Procedures, Barriers, Needs, Planning, Training, Funding, Coordination and Cooperation, Policy, Program Operations, and Recommendations.

Salazar, Arturo. The Need for Bilingual Vocational Education Programs in Secondary Schools in Texas. College Station, TX: Texas A & M University, College of Education, 1976, 249 pp.

The purpose of this study was to determine the need for Spanish-English bilingual vocational education programs in the secondary schools in Texas as perceived by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives. Mail questionnaires were used to collect data from 636 respondents from the five groups. Six hypotheses related to the study's purpose were tested using descriptive statistics, analysis of variance with the Scheffe test were applicable, and chi-square. Significant differences were found among the five groups regarding 19 of 28 perception statements, seven of 15 attitude scale bipolar adjectives pertaining to the need for bilingual programs of vocational education, and seven of 15 selected issues. Based on the findings, it was concluded that direction for or against the need for bilingual vocational education in secondary schools was not clearly evident. Further, the four school groups were consistent with respect to the need for bilingual vocational education and differed from the industry representatives in slightly over 64% of the cases. It was recommended that further research be conducted concerning the issues and questions raised in the study.

Schneck, Gerib R., Lerwick, L. P., & Copa, G. H. Assessment of the Prevalence and Service Need Requirements of Handicapped and Disadvantaged Students in Vocational and Technical Education Programs in Minnesota. Minneapolis, MN: University of Minnesota, Department of Vocational and Technical Education, Minnesota Research and Development Center for Vocational Education, 1978, 196 pp.

The intent of this study was to assess the vocational training needs of handicapped and disadvantaged persons in Minnesota, in order to assist the state department of education in determining service requirements. The study relied primarily on extant data. Based on the results of data analyses, the following conclusions were drawn. Both causal and functional definitions are necessary for the handicapped and disadvantaged; causal definitions are needed for accountability and functional definitions to plan special services. There is a strong need for individual assessment, once definition and indicator issues are resolved, to determine the eligibility of persons for services, and the complete educational services necessary to allow the person to succeed in a vocational program. There appear to be more disadvantaged persons than handicapped persons. Within vocational education, adult-level handicapped and disadvantaged persons are served minimally in comparison to other educational levels. There is a strong need for coordination of definitions and management information within the large number of agencies providing services to handicapped and/or disadvantaged persons in vocational education. Consistent program and service terminology is needed. The management information system needs strict compliance in data input and monitoring of analysis and output. In general, handicapped and disadvantaged persons tend to be dealt with by separate agencies based on eligibility requirements, except for the Special Needs Vocational Programs which deal with both groups.

State University of New York. A Guidance Manual for the Physically Disabled Two-Year College Applicant. Albany, NY: Author, 1976, 108 pp., ED 144648, JC 770461.

This manual was designed to assist in the geographic and vocational placement of the academically qualified, physically disabled student seeking two-year occupational training in New York. It is to be utilized by the student, the counselor, or any other interested individual. It rates each of 48 institutions within the State University of New York (SUNY) and the City University of New York (CUNY) systems as to accessibility and suitability for the handicapped with respect to physical features and supportive services. Included are six agricultural colleges, six technical colleges, and 38 community colleges. The manual also lists vocational degree offerings by individual schools. A list of references on architectural standards is appended.

State University of New York. Vocational Education: A Manual of Program Accessibility for the Physically Disabled Two-Year College Applicant. Albany, NY: Author, 1977, 224 pp., ED 145868, JC 770459.

This manual was designed as a resource guide for handicapped individuals interested in two-year occupational training at various institutions within the State University of New York and City

University of New York systems. It provides an overview of 50 vocational degree programs, indicates which educational institutions offer such programs, and assesses the following characteristics of each: (1) course requirements (number of papers per course, internship and field trip requirements), (2) classroom procedures (utilization of audio-visual aids, interpreters for deaf persons, oral exams), (3) classroom setting (space for wheelchairs, entry ramps, elevators), (4) course environment (location, temperature, space), and (5) physical and personality demands of coursework (lifting, manual dexterity, kneeling, or oral communication requirements, work under stress, stable work routine). It also indicates characteristics of the jobs which each program leads to, including worker personality characteristics, physical demands, work setting, and requirements for vision, speech, hearing, and eye-hand coordination. The manual also provides brief narrative job descriptions and lists professional associations in the field.

Stevens, David W. Employment Projections for Planning Vocational-Technical Education Curricula: Mission Impossible? Columbia, MO: University of Missouri-Columbia, Human Resources Research Program, 1976, 52 pp.

This report is intended to inform administrators of vocational-technical education programs and other interested persons of the state-of-the-art in producing and using employment projections for educational planning purposes. The author notes that this essay is intended for laypersons and is not a how to guide for technicians although technicians could benefit from a careful review of the labor market concepts presented. The document contains six chapters. Chapter 1 describes the report's background and presents an overview. Chapter 2 introduces eight different models for projecting employment and examines the arguments by proponents and detractors of these and other methods. For each model, its underlying economic assumptions are stated, along with the data requirements for utilizing the model. Chapter 3 attempts to convey an understanding of the technical analyses which others have conducted to increase the likelihood that administrative decisions concerning investment in employment activities, and the products thereof, will be informed choices. Chapter 4 defines several key terms and concepts and presents a five-way classification scheme for employment projection types. Chapter 5 explains why communication problems might be expected to persist between federal and state vocational education officials and U. S. Department of Labor information sources, and why a lack of interest in planning on the basis of manpower needs is exhibited. The last chapter responds to the question posed in the title of the document.

Stevens, David W. (Ed.). Occupational Employment Projections for Program Planning Purposes: Issues and Examples. Columbia, MO: University of Missouri-Columbia, Human Resources Research Program, 1976, 156 pp.

This document is a compilation of papers and reactions thereto presented at a national conference held in July, 1975. The conference brought together some of the leading producers and consumers of employment projections. The editor states in the introduction that this volume comes closer than any other he has seen to conveying the actual state of mind of educational and manpower administrators vis a vis employment projection activities and products. The eight papers include: (1) "Wide Cooperation in Planning" by W. Riley, (2) "Cooperation Between Whom? Planning for What?" by E. O'Donnell, (3) "A Vocational Educator's View on Employment Projections in Planning" by F. Drake, (4) "A Manpower Program Administrator's Views on Employment Projections in Planning" by M. Sanders, (5) "The Standard Occupational Classification System: A Future Issue in Planning" by E. Weinstein, (6) "Changing Occupational Requirements" by L. Lecht, (7) "The Bureau of Labor Statistics Employment Projections Program" by R. Dempsey, and (8) "The Role of Direct Employer Contact" by P. V. Braden. The appendices include two background papers written for the conference, entitled "Data Sources and Issues" by J. R. Shackett and "The Need and Potential for Analytically Based Occupational Classification" by A. D. Rosekam.

System Sciences, Inc. A System for Deriving and Comparing Employment Projections with Occupational Education Enrollments and Expected Graduates. Chapel Hill, NC: Author, 1972, 77 pp.

This report describes a manual information system for making comparisons between requirements of North Carolina's economy and occupational education outputs. The information system allows the comparison of enrollments and graduates in vocational education programs with projected job openings at the county, multi-county, and state levels. The system also furnishes information concerning the nature and sources of employment. Specific plant names and addresses can be provided to graduates seeking employment.

Texas Education Agency. Report on the Educational Needs of Migrant Workers. Austin, TX: Author, undated, 33 pp., ED 002642.

Texas has the largest number of migrant workers of any state. Migration begins in March and ends by December. The principal counties where migrants are seasonally employed and the number of employed workers are depicted. Low basic education levels, language problems, and low economic levels are factors that indicate the need to formulate educational programs for migrant workers. Migrant workers have a limited range of salable knowledge and skills. They usually possess knowledge of only one vocational field, which is agriculture. Such scientific advances as the introduction of widespread use of power equipment on farms greatly influence labor needs, seasons of employment, and skill requirements. Limited homemaking knowledge and skills contribute to low living standards and poor health. Educational programs are needed for migrant workers in basic education (English and arithmetic), citizenship and safety, homemaking, child care and development, sanitation methods, and occupational training. The appendix contains maps that show the migration of Texas farm workers from January, 1955, through December, 1955.

Tindall, Lloyd W. Program Evaluation and Planning for the Vocational Education of Handicapped Students: Secondary, Post-Secondary Articulation. Madison, WI: University of Wisconsin, Vocational Studies Center, 1977, 46 pp., ED 150332, CE 014522.

Project PEP (Program Evaluation and Planning: Evaluating Current Programs and Identifying Handicapped Students and Their Vocational Needs for 1977-82) was designed to help handicapped students ages 14-21 to make the transition from secondary to vocational, technical, and adult education school (VTAE) in Wisconsin. Information was gathered to identify handicapped students and their vocational needs for 1977-82; the barriers which keep handicapped students from enrolling in and completing vocational courses; and successful techniques which work in teaching handicapped students. The results were used to provide a data base for special and vocational educators from the secondary schools and vocational administrators from Wisconsin's 16 VTAE districts to plan jointly for educating the handicapped in each VTAE district. This core group of educators and administrators from each district continued to meet in order to articulate the development and improvement of vocational education for the handicapped and to develop a strategy to help secondary students enroll in VTAE schools. In addition to providing a data base for program improvement and development, Project PEP helped establish many new liaisons between vocational and special educators and between secondary and VTAE personnel which can be valuable in helping to increase the number of handicapped students who obtain employable skills through VTAE classes.

University of California at Los Angeles, Graduate School of Education, Center for the Study of Evaluation. Procedures for Needs-Assessment Evaluation: A Symposium. Los Angeles, CA: Author, 1971, 52 pp. and appendix.

This document is a compilation of four papers presented at a symposium held at the American Educational Research Association annual convention in New York in February, 1971. The papers focus upon needs assessment in education and consist of: (1) "Choosing the

Needs for Needs Assessment" by S. P. Klein, (2) "Selecting Tests to Assess the Needs" by R. Hoepfner, (3) "Making Decisions on Assessed Needs: Differentiated School Norms" by P. A. Bradley and D. Woolley, and (4) "Allocating Resources by Subject Area" by J. S. Dyer and G. P. Strickland.

University of Illinois at Urbana-Champaign, Bureau of Educational Research. A System for the Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education. Urbana, IL: Author, undated, 183 pp.

The materials within this resource package are designed to assist local education agency personnel in improving the quality of instruction and supportive services provided to students with special needs enrolled in vocational education programs. The package contains a series of nine guides for persons who provide direct instruction and/or supportive services to the student with special needs and a manual for administrative personnel who are responsible for managing the delivery of vocational education and supportive services to special learners. The focus of the nine guides is on the development of functional and systematic procedures for identifying and assessing the needs of special students. This manual is to aid the administrator in implementing a comprehensive identification and assessment system and in evaluating the programs and supportive services provided to students with special needs. The administrative manual consists of three sections. The first section briefly describes a three-phase identification and assessment system and points out the various types of information available to the administrator from the activities conducted within each phase. Section 2 offers a series of suggested steps for initiating and implementing an identification and assessment system within the local education agency. The third section provides suggestions and procedures for conducting an overall evaluation of the programs and services provided to students with special needs.

U. S. Department of Health, Education and Welfare: Office of Education, Bureau of Adult, Vocational and Technical Education, Division of Vocational and Technical Education; and National Center for Educational Statistics, Division of Survey Planning and Analysis. Suggested Utilization of Resources and Guide for Expenditures. Washington, DC: Author, 1972, 36 pp.

This publication provides federal standards of definitions, specific requirements of the Vocational Education Amendments of 1968, and classification systems identifying the disadvantaged and the handicapped. It is a revision of the pamphlet Suggested Utilization of Resources and Guidance for Expenditures (SURGE) which was distributed in 1970. The prime purpose of these guidelines is to serve as a basis for establishing compatibility among the states in planning, implementing, and evaluating programs and services for persons who have special needs and in reporting enrollments and other pertinent information.

IV. FORMULATION OF GOALS AND OBJECTIVES

Asser, Eliot S., Davis, S. C., Hill, J. A., Laffey, J. M., Olson, G. E., Schrieber, S. T., & Schwartz, H. S. Progress Beyond Access: A Technical Report in Support of a Five-Year Plan and Annual State Plan for Sex Equity in Vocational Education in Illinois. Chicago, IL: Roosevelt University, College of Education, Research and Development Center, 1978, 68 pp.

This report describes a project which culminated in the production of a five-year plan to achieve sex equity in vocational education programs in Illinois. A literature review assessed the state-of-the-art nationally and in Illinois regarding the extent of current efforts to eliminate sex role stereotyping and sex discrimination in education. To determine the possible long-range objectives which the five-year plan might accomplish, four site visits to selected schools were conducted. Two conferences with thirty national experts in the area of vocational education in sex equity were held. Interviews were conducted with Illinois Division of Adult, Vocational and Technical Education staff. Several instruments were developed and tested to collect information regarding appropriate and workable goals, objectives, and activities for key role groups: DAVTE staff, vocational education teachers, professional developers, administrators, counselors, employers, and parents. In addition, a monitoring system was designed to be congruent with the current locally-directed evaluation system and site-visit structure used by DAVTE. These activities resulted in a data base which was used for the design and development of the five-year plan. A modified Delphi Technique contributed to the development process. Strategies and procedures for assessing and evaluating the impact of the five-year plan were designed. The plan itself is contained in a separate document entitled Progress Beyond Access: A Five-Year and Annual State Plan for Sex Equity in Vocational Education in Illinois.

California State University at Chico, Program Development Center of Northern California. Educational Goals and Objectives: A Model Program for Community and Professional Involvement. Bloomington, IN: Commission on Educational Planning, Phi Delta Kappa, Inc., 1972, 23 pp. & associated materials.

This kit contains supporting materials for a program which facilitates a school district's establishment of educational goals and performance objectives. Provision is made for the involvement of community members, the professional education staff, and students in ranking education goals in order of their importance, assessing how well current education programs are meeting these goals, and development of program level performance objectives by the professional staff designed to meet the priority-ranked goals. The process begins with the ranking of priority goals by the community--moves through the development of an instructional design which describes school efforts to achieve goals in terms of individual performance--and terminates in the allocation of resources to achieve predetermined objectives and to satisfy established goals. The program allows a district or school to complete the program in a time span extending from six months to one year. The kit is available in either Spanish or English and is written at the ninth-grade reading level.

Ellis Associates, Inc. State Action on Sex Equity in Vocational Education. College Park, MD: Author, 1978, 61 pp.

This handbook contains brief descriptions of what selected states have done and plan to do to implement the functions of full-time sex equity personnel in vocational education. The handbook is intended for use by full-time sex equity personnel in all states and any other state vocational education staff who share in the responsibility for ensuring sex fair vocational programs for all students. The report presents examples from selected states of their accomplishments and action plans under each of the ten sex equity functions specified in section 104.75 of the rules and regulations governing Title II of the Education Amendments of 1976 (P. L. 94-482). Also contained is a brief summary of actions which participants in a sex equity workshop believed should be taken by all states' sex equity personnel.

Halpern, A. S., Farah, J. L., & Nagle, J. M. A Planning and Evaluation Strategy for State Developmental Disabilities Council: Volume II. Eugene, OR: University of Oregon at Eugene, Rehabilitation Research and Training Center in Mental Retardation, 1974, 213 pp.

The Research and Training Center in Mental Retardation at the University of Oregon at Eugene and the Oregon Developmental Disabilities Council collaborated on a project to develop a strategy that can be employed by State DD Councils to meet their responsibilities with respect to planning and evaluation. This document describes the project's progress during its second year. (The first year's progress is described in Volume I., Halpern, Foxx, & Nagle, 1973.) The project's five second-year objectives were to: (1) provide assistance to new and existing regional committees, (2) develop evaluation procedures, (3) explore the development of task forces to assist the State Council, (4) collect data relating to the 1974 and 1975 State Plans, and (5) develop and implement procedures enabling the State Council to update objectives and priorities. Project activities and results are described. The appendices contain a defined list of services that are provided to developmentally disabled individuals and their families, a set of evaluation reports, and the list of specific objectives selected for implementation by the Oregon DD Council.

Halpern, K. D. & Nagle, J. M. A Planning and Evaluation Strategy for State Developmental Disabilities Councils: Progress Report. Eugene, OR: University of Oregon at Eugene, Rehabilitation Research and Training Center in Mental Retardation, 1973, 149 pp.

This document represents an initial attempt to answer the question: How can an advisory council effectively influence the operation of programs and agencies over which it possesses relatively little fiscal control? The question is raised within the context of a state planning and advisory council for developmentally disabled citizens. The Oregon Developmental Disabilities Council and the Research and Training Center in Mental Retardation at the University of Oregon collaborated on a project to design an effective planning and evaluation strategy that might be used by developmental disabilities councils throughout the country. This document reports on the project's first-year progress in implementing the planning part of the strategy. Part I of the report describes project activities. Part II contains training materials that have been developed to assist developmental disabilities council members in understanding the proposed strategy. The appendices include many materials that were produced by the Oregon council in the course of implementing this strategy.

Hughes, James H., & Rice, E. Mainstreaming the Handicapped: A Needs Assessment and Program Planning Procedure, A Manual for Vocational Education Administrators, Volume II.

(See Needs Assessment)

Leverenz, Susan K., Hopkins, C. O., & Stevenson, W. W. M/BE/OH! Management by Objectives Implementation Sequence. Stillwater, OK: Oklahoma State Department of Vocational and Technical Education, Division of Research, Planning and Evaluation, 1973, 60 pp.

This publication outlines in detail the steps which were followed in the actual installation of the MBO process in a state department of vocational education. The procedures outline those steps which are recommended in the initiation of a Management by Objectives system. While individual situations may dictate changes in procedures, it is felt that all of the proposed steps are essential to successful implementation of the program. The purpose of this guideline is three-fold: (1) it provides a method to develop the organization's goals and objectives; (2) it provides a method to develop personal job functions and performance objectives for individual accountability in the process of achieving the overall goals and objectives of the organization; and (3) it provides for the establishment of performance evaluation sessions in order to determine the success or failure in achieving the desired outcomes of the organization and the individuals' responsibilities.

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, CA: Fearon Publishers, 1962, 60 pp.

This book is based on the assumption that before a teacher chooses material, equipment, or methods it is important to state clearly the teaching goals or instructional objectives. The book is written for those who have taught, are teaching or are learning to teach. The book discusses why instructional objectives are important, the qualities of meaningful objectives, how to identify terminal behavior (behavior the learner should be able to demonstrate upon successful completion of an instructional objective), and how to state the criterion by which terminal behavior is evaluated.

University of California at Los Angeles, Graduate School of Education, Center for the Study of Evaluation. Procedures for Needs-Assessment Evaluation: A Symposium.

(See Needs Assessment)

Vargas, Julie S. Writing Worthwhile Behavioral Objectives. New York, NY: Harper and Rowe, 1972, 175 pp.

This self-instructional book is designed to help the reader write worthwhile, behaviorally stated teaching objectives. Chapters 1-6 are concerned with stating objectives behaviorally. Chapters 7-9 focus upon identifying what makes an objective worthwhile. The book presents arguments for quality objectives and exercises to teach the reader how to write them.

V. IDENTIFICATION OF PROGRAMS, SERVICES AND ACTIVITIES

Altfest, Myra, and Hartley, N. (Eds.) Vocational Education for Students with Special Needs: An Administrator's Handbook. Ft. Collins, CO: Colorado State University, Department of Vocational Education, 1975, 56 pp.: ED 112091 CE 004857

The administrator's handbook contains seven sections, each dealing with a specific aspect of vocational education for students with special needs. Section 1 describes the process of identifying handicapped and disadvantaged students. Section 2 covers assessing the needs of such students. Section 3 discusses developing district priorities to meet the student's needs in terms of personnel, special services, facilities and equipment, and special programming. Section 4 presents a systems chart which summarizes in graphic form the flow of action and interrelationships between the various elements of the vocational education process. Section 5 describes various community agencies, their major emphasis, and the administrator's role in coordinating their resources for optimum use by the school system. Section 6 discusses Individual Prescriptive Education, one solution that has proved successful in satisfying the needs of handicapped and disadvantaged students. Section 7 covers evaluation for establishing accountability, upgrading program efficiency, determining services needed, recognizing problem areas, and meeting program objectives. One-third of the document consists of four appendices which provide sample referral sheets, student data sheets and needs profiles, and instructions for the use of disadvantaged and/or handicapped supplemental services.

American Management Center, Inc. A Study to Determine the Quality and Extent of Services Being Provided to Handicapped Persons in Pennsylvania via Vocational Education Funding. Philadelphia, PA: Author, 1973, 66 pp. and appendices.

The major purpose of this study was to investigate the operation of programs for the handicapped funded by the Pennsylvania Bureau of Vocational Education under Part B of P. L. 90-572 with the objectives of improving the extent and quality of services offered during the 1972-73 school year. Data were collected primarily through mail questionnaires and on-site interviews with project directors, teachers, and counselors as well as discussions with staff from related agencies. The findings are grouped into chapters consisting of: (1) Overview of Vocational Education Programs for the Handicapped in Pennsylvania, (2) Successes and Failures of Programs as they were Operated, (3) Operational Overview of Services Provided by Funded Programs in Pennsylvania, (4) Services for the Handicapped, and (5) Cost Analysis. The final chapter consists of conclusions, recommendations for program improvement, and a proposed on-going evaluation system.

Asser, Eliot S., Davis, S. C., Hill, J. A., Laffey, J. M., Olson, G. E., Schreiber, S. T., & Schwartz, H. S. *Progress Beyond Access: A Technical Report in Support of a Five-Year Plan and Annual State Plan for Sex Equity in Vocational Education in Illinois*.

(See Goals and Objectives)

Astin, Helen S., & Others. *Sex Discrimination in Education: Access to Postsecondary Education. Executive Summary*. Los Angeles, CA: Higher Education Research Inst., Inc., 1976, 50 pp.

A study was undertaken to identify the kinds and extent of sex discrimination in access to postsecondary education. The study examined: (1) the participation of women in educational activities (secondary schools and postsecondary collegiate and noncollegiate institutions); (2) the effect of differential socialization and socioeconomic status on women's aspirations, self-concept, and motivation; (3) institutional practices that may be discriminatory, individual behavior that may limit women's options, and specific aspects of the educational experience that contribute to women's progress; and (4) the mature woman's access to education. The implications of the study are that: (1) program efforts should be undertaken for high school preparation, participation in postsecondary education, and institutional practices and policies; (2) there is a need for both periodic data collection from high school students and studies to identify the factors that affect women's career decisions; and (3) legislative efforts that go beyond Title IX are needed.

Bell, Audrey, & Wandzilak, N. (Eds.) *A Guide for the Evaluation of Instructional Materials Under Chapter 622*. Boston, MA: Department of Education, Bureau of Equal Educational Opportunity, undated, 28 pp.

Chapter 622 of the Regulations adopted by the Massachusetts Board of Education in 1974 provides the criteria around which this publication is organized. In order to change stereotypical and racially unfair presentations of women and minorities, Chapter 622 requires that materials be reviewed for stereotyping, that students be taught to recognize stereotyping, and that guidelines be established to insure that new materials purchased be sensitive to the needs of all students regardless of race, color, sex, religion or national origin. This booklet was designed to aid administrators and teachers to identify stereotyping in materials presently in use and to carry out evaluations of new materials prior to purchase. It is suggested that group analysis of classroom materials allows not only for greater coverage, but also provides an opportunity to increase teacher awareness of the negative effects of sex and race stereotyping on students. The booklet provides a curriculum assessment guide, evaluation sheets for sex and racial stereotyping in curriculum and library materials, and a selected bibliography of non-sexist children's books, non-racist children's books, non-stereotyped teaching materials, audio-visual materials, and reference materials.

Camaren, R. James & Others. Guidelines for Improvement of Vocational Programs and Resources to Serve Needs of Handicapped Students.

(See Needs Assessment)

Contemporary Research Incorporated. Assessment of Ethnic Minority Student Needs in Vocational Education, Volume I: Executive Summary. Los Angeles, CA: Author, 1974, 27 pp. and glossary.

This study's purpose was the construction of vocational education models that would attract, retain, and successfully train secondary level ethnic minority students. It focused upon recruitment, instructional, counseling, placement, and follow-up strategies and techniques which had proven successful with Blacks, Mexican-Americans, American Indians, and Asian Americans. Fourteen vocational education programs located throughout the U. S. were selected for study. Data on the fourteen programs were gathered through the use of on-site interviews, observations, and questionnaires. Case studies of each of the fourteen programs were developed from the on-site observations and interviews; questionnaire data were analyzed for trends. From the case study and questionnaire analyses, two major products were developed. First, strategies, techniques, and other program components which had been successfully utilized in recruiting, retaining, and training ethnic minority groups were identified. Questionnaire responses were stratified by program type (urban/rural), grade level, ethnicity, and community setting in order to isolate differences in commonalities which characterize each setting. As a direct result of the information gathered on the fourteen programs, the need for more systematic program planning procedures was readily apparent. Therefore, the study's second major product was the development of a process-oriented needs assessment, program planning, and student career planning model. The executive summary is the first volume of a three volume set. Volume II, Technical Report, provides an in-depth presentation of the study's background, goals, methodology, findings, conclusions, and recommendations. Also included are full descriptions of 14 vocational education programs which were found to be successful in meeting the needs of minority students. Volume III, Statistical Analysis and Interpretation of Program Data, provides a question-by question statistical analysis of responses to selected questions and the results of statistical comparisons made by various stratification groups.

Cook, Paul F., Dahl, P. R., & Gale, M. A. Vocational Opportunities. Salt Lake City, UT: Olympus Publishing Company, 1978, 165 pp.

This book contains two major sections: one shows the wide variety of jobs at which handicapped people are now employed; the other discusses strategies for overcoming barriers that handicapped people may face in preparing for work, getting a job, and succeeding once they are employed. The purposes of the first section are to show that handicapped people are now employed at a wide variety of jobs and to provide a useful tool for handicapped people and their associates in exploring job possibilities. The second section's discussion of strategies to overcome attitudinal, communications, inadequate skills development, and environmental barriers is to aid the reader in identifying a strategy that seems most adaptable to the person with whom he or she is concerned.

Dahl, Peter R., Appleby, J. A., & Lipe, D. Mainstreaming Guidebook for Vocational Educators. Salt Lake City, UT: Olympus Publishing Company, 1978, 352 pp.

The Mainstreaming Guidebook is a tool intended for those individuals who are concerned with the design and conduct of vocational programs in which handicapped persons are expected to achieve success. It presents strategies by which vocational educators can help handicapped students realize their potential. Topics covered include: developing positive staff and student attitudes toward mainstreaming, eliminating architectural barriers, assessing the individual handicapped student, modifying the curriculum, eliminating equipment and work environment barriers, and placing handicapped students in jobs. Included in the volume are descriptions of various handicapping conditions, lists of organizations serving the handicapped and a detailed model for developing and reviewing individualized educational programming.

Dahl, Peter R., & Lipe, D. Overcoming Barriers to Mainstreaming: A Problem-Solving Approach. Final Report. Palo Alto, CA: American Institutes for Research, 1978, 37 pp. and appendices.

This report describes the preparation of a book designed to help vocational educators more effectively include handicapped students in regular vocational programs. Preparation occurred in three main steps: (1) barriers to mainstreaming and ways to prevent or overcome these barriers were identified through discussions with an advisory panel, a survey of vocational educators, discussions with special educators and others specifically concerned with the training and placement of the handicapped, and a literature review; (2) the book was drafted, reviewed by members of the advisory panel and by special and vocational educators and revised based on these reviews; and (3) the book was commercially published. The title of the book is *Mainstreaming Guidebook for Vocational Educators*.

Duffy, Nishma I. *Guidelines: A Checklist Approach for Evaluating Guidance Services for Sex Equity*. Concord, NH: New Hampshire State Department of Education, Division of Vocational-Technical Education, 1978, 6 pp.

This publication contains the set of questions to be used in evaluating guidance services for sex equity. The rationale for its compilation was to provide a frame of reference for overcoming sex bias and discrimination in educational programs, employment policies and practices.

Duffy, Nishma I. *Guidelines: A Checklist for Evaluating Materials to be Modified to Serve Your Needs*. Concord, NH: New Hampshire State Department of Education, Division of Vocational-Technical Education, 1978, 10 pp.

This handbook provides a set of guidelines for determining sex bias and discrimination in educational programs, employment policies, and practices. Also provided is a list of actions that students, teachers, administrators, parents, and community groups can take in response to biased materials.

Duffy, Nishma I. *Guidelines: A Checklist Approach for Evaluating Your Library (Resource Center) for Sex Equity*. Concord, NH: New Hampshire State Department of Education, Division of Vocational-Technical Education, 1978, 12 pp.

This document contains a list of questions which are useful for evaluating libraries for sex equity. Actions that students, teachers, administrators, parents, and community groups can perform in response to identified biased materials are delineated. A bibliography of related materials is also included.

Duffy, Nishma I. *Guidelines: A Checklist Approach for Evaluating Your Program for Sex Equity*. Concord, NH: New Hampshire State Department of Education, Division of Vocational-Technical Education, 1978, 13 pp.

This manual contains a set of questions to be used in evaluating a vocational education program for sex equity. The questions are grouped into the following categories: (1) access to courses, (2) students served, (3) curriculum materials, (4) resources utilized, (5) personnel, and (6) optional (focuses upon library).

Duffy, Nishma I. Guidelines for Sex Fair Language Usage. Concord, NH: New Hampshire State Department of Education, Division of Vocational-Technical Education, 1978, 11 pp.

This report contains listings of words or phrases which can be considered sexually biased and alternative words or phrases which are considered sexually fair. A set of guidelines for eliminating sex biased language is also presented.

Ellis Assiciates, Inc. State Action on Sex Equity in Vocational Education.

(See Goals and Objectives)

Fair, George W. Vocational Education Programming for Special Education Students in Texas. Final Report.

(See Needs Assessment)

Florida Department of Education, Division of Vocational, Technical and Adult Education, Bureau of Vocational and Adult Programs. Vocational, Technical, and Adult Education: A Guide for Planning Programs to Meet the Needs of Disadvantaged Persons. Tallahassee, FL: Author, undated, 13 pp.

This handbook is a resource document to be used in developing programs, services, and activities to meet the special needs of persons defined as disadvantaged under the provisions of the Florida State Plan for the Administration of Vocational, Technical and Adult Education, and the provisions of P. L. 90-576, the Vocational Education Amendments of 1968. The document focuses on program development in relation to: (1) local planning, (2) types of programs, (3) types of supportive services and activities, (4) vocational curriculum development, (5) personnel selection, (6) funding, (7) evaluation, and (8) local responsibilities and state support. Purpose, goal, and objectives are provided in support of several assertions related to meeting the special needs of disadvantaged persons which are consistent with the Florida State Plan for the Administration of Vocational, Technical and Adult Education. The suggested guidelines permit users to adapt program components to fit the various operating conditions at the local level.

Greenwood, C. S., & Morley, R. E. Iowa Vocational Education/Special Needs Assessment Project.

(See Needs Assessment)

Halloran, William E., & Others. The Vermont Guide for Teaching Adolescents with Special Needs. Final Report. Burlington, VT: Vermont State Department of Education and Vermont University, 1975, 387 pp.

Presented for classroom teachers, program supervisors, and resource specialists is a curriculum guide in the areas of home management and career preparation for adolescents with special needs. Introductory information includes explanations of the format and use of the guide and suggestions for evaluating student performance. Guidelines provided for 26 curriculum units consist of statements of concepts and skills to be acquired (instructional objectives) as well as listings of projects to motivate learning, activities to focus instruction, and related instructional materials. Included are the following curriculum units: mental health, health care, body care, first aid, marriage and family adjustment, food and nutrition, sewing, child care, basic house maintenance, small animal care, laundering, woodworking, carpentry, practical electricity, drafting, metal working, gas engine operation, furniture restoration, electronics assembly, automotive mechanics, waiter and waitress training, gardening, and home care and custodial skills.

Harris, L., Lunsford, J., & Whisenhunt, A. Planning Guide on Secondary Programs for the Educable Mentally Handicapped. Raleigh, NC: North Carolina Department of Public Instruction, Division for Exceptional Children and Division of Vocational Education; North Carolina Department of Human Resources, and Division of Vocational Rehabilitation, undated, 20 pp.

This guide was developed to help local education administrators better understand the services that quality, comprehensive programs for the educable mentally handicapped might provide, and how these services might be coordinated more effectively. The intended audience consists of occupational education directors/planners, coordinators of exceptional children, vocational rehabilitation counselors, secondary supervisors, principals, and pupil personnel services staff. The guide contains a systematic program planning procedure, possible program components, a discussion of organization and staffing considerations, resource listings, curricular suggestions, and evaluation criteria. The appendices provide keyword definitions, suggested roles and responsibilities for program personnel, and curricula selection criteria.

Holmes, Marvin C., & Omvig, C. P. Supplement "A" to Vocational Education for the Handicapped in Kentucky: A Survey of the Perceptions of Personnel in Vocational Education, Special Education and Vocational Rehabilitation. Final Report. Lexington, KY: Kentucky University, Division of Vocational Education, 1975, 61 pp.

Described in this report are the findings from a Kentucky statewide study of the perceptions of vocational educators, special educators, and vocational rehabilitation workers concerning vocational programming for the handicapped. Numerous tables depict and compare agency ratings regarding the importance and present status of the following variables: direct instructional services for the handicapped, support services, professional training of agency personnel, cooperative efforts among agencies, and problems encountered. The conclusions section includes a model delivery system for serving handicapped students, certification considerations for the various educational personnel, and recommendations for pre- and in-service personnel training.

Hughes, James H. Mainstreaming the Handicapped in Preparatory Occupational Education Programs in North Carolina. Chapel Hill, NC: System Sciences, Inc., 1978, 175 pp.

The purpose of this study was to identify needs and barriers related to mainstreaming handicapped students into regular vocational programs, and to assess the attitudes and perceptions of secondary principals and occupational teachers toward mainstreaming. The research methodology consisted of utilizing the Delphi Technique with local occupational education program administrators to identify needs and barriers, and administering a mail survey to principals and occupational education teachers. The results show that principals and teachers are neither highly accepting nor highly rejecting of the mainstreaming approach, and generally agreed on priority needs and major barriers. The needs and barriers are identified and their implications for program planning discussed. Recommendations for actions utilizing project products, for overcoming the major barriers, and for program coordination are made.

Hughes, James H., & Rice, E. Mainstreaming the Handicapped: A Needs Assessment and Program Planning Procedure, A Manual for Vocational Education Administrators, Volume II.

(See Needs Assessment)

Hughes, James H., & Rice, E. Needs Assessment Procedure: Mainstreaming the Handicapped, Volume I, Final Technical Report.

(See Needs Assessment)

Hull, Marc E. Vocational Education for the Handicapped: A Review. Information Series No. 119. Columbus, OH: The Ohio State University, ERIC Clearinghouse on Career Education, 1977, 67 pp.

A review and synthesis of programming and techniques useful in providing vocational education to handicapped secondary and post-secondary school students is presented in this information analysis paper. Information and insights are given so that vocational administrators and supervisors can assess their efforts to provide equal opportunities for the handicapped to participate fully in all facets of vocational education including youth organizations, cooperative vocational education, vocational guidance services, and consumer education. Also, practical suggestions are included for effectively accommodating handicapped students through both regular and special instructional arrangements. Specific topics discussed include the following: rationale for the participation of the handicapped in vocational education, barriers to participation, impact of legislation, identifying the handicapped, developing appropriate program alternatives for serving the handicapped, prevocational education, role of vocational education in comprehensive secondary programming for the academically handicapped, need for interagency cooperation, curriculum and instructional materials to assist in vocational training, personnel preparation, evaluation of students and programs, and professional organizations. The conclusion is made that emphasis of the future must be one of equal access and maximum accommodation. The appendix contains descriptions of information systems on the handicapped.

Illinois Office of Education. Occupational Education for Disadvantaged and Handicapped Persons. Springfield, IL: State Board of Education, Division of Adult, Vocational and Technical Education, undated, 33 pp.

Information on the identification of disadvantaged and handicapped persons and examples of programs and services to be provided for them is presented in this bulletin. The document is intended to assist local educational agency administrators in developing and/or strengthening and expanding occupational programs and services for disadvantaged and handicapped persons. It also relates to the need for the local educational agency to keep records for accountability in terms of compliance with the federal legislation and the policies of the State Board of Vocational Education and Rehabilitation. Sections include: Identifying Disadvantaged and Handicapped Persons; Implementing Programs and Services;

Relationship to Local One- and Five-Year Plan for Occupational Education; Funding and Local Accountability; and an Appendix containing forms to be used only as guides for identification of and data collection concerning disadvantaged and handicapped individuals and occupational programs offered for them.

Iowa State Department of Public Instruction, Special Needs Section. *Special Needs Programming in Iowa: Vocational Education for the Disadvantaged and Handicapped, 1972-1974*. Des Moines, IA: Author, 1974, 217 pp.

The publication is a summary of the federally sponsored programs for disadvantaged and handicapped persons that have been administered by the Special Needs Section of the Iowa State Department of Public Instruction during fiscal years 1972, 1973, and 1974. It is the responsibility of the Special Needs Section to plan, implement, and evaluate career education programs and services for secondary and postsecondary age disadvantaged and handicapped persons on a statewide basis. General observations and recommendations are outlined regarding distribution of programs, population trends, secondary/postsecondary programming, staff provisions, media centers, inservice activity, and financing of special needs programs. The bulk of the document consists of 75 secondary level, 80 postsecondary level, and nine media center project descriptions categorized under 16 state geographical areas. A summary for each project provides program objectives, project characteristics, funding information, length of project, number enrolled, and a contact person. Secondary school projects provide work experiences, support services, and preparatory programs and are predominantly administered by schools located in towns exceeding 5,000 population. At the postsecondary level, support services and vocational preparatory/exploratory activities are provided mainly through programs located on community college campuses. Appendices contain classification charts of the population served and funding information.

Kumar, Vasant. *Handicapped Persons in Wisconsin's Vocational, Technical and Adult Education Districts: Assessment of Educational Techniques and Identification of Barriers*. Madison, WI: University of Wisconsin--Madison, Wisconsin Vocational Study Center, 1977, 89 pp.

The purpose of this project was to formulate goals and procedures for analyzing, revising, and developing vocational education programs for the handicapped in Wisconsin's 16 Vocational, Technical and Adult Education (VTAE) districts. A literature search was conducted to identify barriers to enrollment in vocational programs, barriers to completion of vocational programs, and successful teaching methods. The literature review formed the basis for construction of a survey instrument which was administered to VTAE administrators, counselors, supervisors, and instructors. In addition to the types of information sought in the literature review, respondents were asked to identify methods for elimination of barriers. The results of the survey were used to formulate recommendations for four groups: (1) Governor, legislators, and other elected officials; (2) Wisconsin Board of Vocational, Technical, and Adult Education; (3) handicapped persons, their families, and other advocates; and (4) VTAE schools.

Leverenz, Susan K., Hopkins, C. O., & Stevenson, W. W. M/BE/OH! Management by Objectives Implementation Sequence.

(See Goals and Objectives)

Lewis, Morgan V., & Kalterider, L. W. Attempts to Overcome Sex Stereotyping in Vocational Education. University Park, PA: The Pennsylvania State University, Institute for Research on Human Resources, 1976, 273 pp.

This document is the final report of a study undertaken to identify steps that can be employed to encourage young women to enter vocational areas that have been traditionally limited to males. The methodology consisted of site visits to eleven schools which had significant numbers of females enrolled in non-traditional courses, interviews with teachers, counselors, administrators, and students, and a mail survey of parents and former students. Little difference was found in the familial experiences between non-traditional students and traditional students. The parents of non-traditional females appear to be a little more knowledgeable about and supportive of the career choices of their daughters than the parents of traditional females. In general, non-traditional students did not see themselves as strongly influenced by school-initiated guidance activities. They reported having made independent course choices primarily to study items of personal interest or to prepare for employment or post-secondary education. A multiple regression analysis showed that non-traditional females were more likely to attend separate vocational schools than comprehensive schools and non-traditional males were more likely to be non-white. None of the counselors or teachers reported that they encouraged students to consider non-traditional occupations. It appeared that taking non-traditional courses did not have a major impact on the way students were treated in school or after graduation. The authors recommended that a program to overcome sex stereotyping in vocational education should re-name courses and re-orient them slightly to broaden their appeal; inform students, educators, and parents about the realities of the working lives of women; and provide guidance for an exposure to non-traditional occupations.

Louisiana State Department of Education, Division of Vocational Education. *A Study for the Articulation of Competency-Based Curricula for the Coordination of Vocational-Technical Education Programs in Louisiana*. Final Report, Volume 1. Baton Rouge, LA: Author, 1976, 78 pp.

Objectives of the project were: (1) to develop statewide articulated competency-based curricula in selected vocational education programs, (2) to develop a plan for coordinating instruction between high schools, vocational schools, and colleges, (3) to determine standards for levels of competencies of selected curricula, (4) to provide instructors with guidelines indicating achievement levels, and (5) to identify problem areas in curriculum models for special needs students. Following a literature review, collection of data from schools and employers, and assessment of guides in current use, articulation advisory committees were formed. Although interest was high in the group, signed articulation agreements were not achieved. Curriculum guides were developed and field tested for five vocational areas: air conditioning/refrigeration, drafting occupations, electronics, nursing occupations, and office occupations. Evaluation results are shown for each of the three institutional levels, and 80 percent of the 153 instructors said that they would use the guides. Revised guides were disseminated in the state. Also reported are the results of an assessment of programs for special needs students in vocational schools. A bibliography is included in the document. Appendices contain a task inventory for nurse assistant, field test and special needs assessment questionnaires, and a list of special needs instructional materials.

Macer, Richard A. *Final Report Proceedings: Sensitizing Vocational Educators to Effective Instructional Strategies to Serve Special Needs Persons*. Columbus, OH: Ohio State Department of Education, Division of Vocational Education, 1977, 126 pp.

The purpose of this project was to address the problems vocational educators may confront in serving handicapped populations, particularly the educable mentally retarded student. The problems were addressed through a series of workshops designed to train, develop, and educate approximately 400 vocational education teachers to be cognizant of the handicapped person's abilities, conversely from emphasizing disability; and assisting the teacher in developing effective teaching techniques and strategies to the benefit of the handicapped person. This document contains the text of presentations made at the workshops. The nine papers consist of: (1) The Concept; (2) The Student; (3) The Implications for Special Education; (4) Vocational Education Alternatives for the Handicapped; (5) The Enigma of the Disadvantaged and Handicapped; (6) Task (Work Related Competencies); (7) Work Assessment/Work Evaluation (Work Adjustment); (8) Teaching Strategies; and (9) Instructional

Materials. Workshop evaluations showed that participants represented a wide range of professional backgrounds including vocational education, special education, general education, and counseling. The participants were able to utilize information provided during the workshop to formulate future plans that they could implement in their own school settings. A majority of participants felt the workshop was beneficial.

Macer, Richard A., & Buffer, J. J., Jr. (Ed.). Dimensions of Vocational Education to Serve Special Needs Persons. Columbus, OH: Ohio Department of Education, Division of Vocational Education, undated, 97 pp.

This handbook was prepared to provide vocational educators and vocational teachers with an overview of concepts, methodologies, and strategies for serving handicapped children. The guide should provide vocational educators with an introduction to an awareness of the unique needs and educational characteristics of persons with special needs. Supervisors, administrators, and teacher educators may wish to use the handbook as part of pre- and in-service workshops to help expand services for handicapped persons. Topics addressed include organizing and structuring vocational education programs, individual goal setting, the unique needs of handicapped learners, vocational assessment for program placement, instructional techniques and methods, and evaluating student performance.

McClellan, L. Dean. Forecasting and Analyzing Needs and Barriers in Kentucky Vocational Education.

(See Needs Assessment)

Moore, Jean J., & Engleman, V. S. (Eds.). Programming for Handicapped Students at the Secondary Level: Responding to Public Laws: Administrator's Manual. Salt Lake City, UT: Southwest Regional Resource Center, 1977, 75 pp.

Designed in response to three pieces of legislation (P. L. 94-142, Section 504 of P. L. 93-112, and vocational education legislation in P. L. 94-482), the administrator's manual provides information on planning the full spectrum of appropriate services needed in educational programs for handicapped students at the secondary level. The manual is divided into four areas: the Operational World which focuses on the development of appropriate services; the Student World which focuses on the kind of information necessary to assure appropriate student placement; the Training World (divided into programs, and instructional materials and equipment sections) which focuses on the cascade of placement options; and the Work World which focuses on the maximizing of career options.

For each of the four areas major functions and components are identified, the related statutes are cited, and recommended practices are detailed. Additional empty columns are provided for inclusion of state laws and regulations, and for jotting down identified local resources. Among the functions covered in the areas are the following: personnel development, individualized educational programs, individual vocational training, adaptive equipment and adapted work settings, and job placement. Appended are a directory of contributors and a conference schedule.

Nero, Sharon A. An Exploratory Study of the Sociological and Psychological Impacts of Mid-Career Changes for Women.

(See Needs Assessment)

North Carolina Department of Public Instruction, Division of Occupational Education. Plan of Action: Occupational Education Programs for the Disadvantaged/Handicapped. Raleigh, NC: Author, 1976, 27 pp.

The Division of Occupational Education of the North Carolina Department of Public Instruction has assisted local units in establishing instructional programs to serve students who, because of some disadvantagement or handicapping condition, cannot succeed in the regular occupational education program. In order to more effectively plan, implement, and evaluate these special programs, Division staff compiled this document to assist all persons involved with serving these students. The publication includes recommended roles and responsibilities for state and local educational personnel, program objectives and strategies, and resources that are available to assist these students with meeting their occupational objectives.

North Dakota State Board for Vocational Education. A Guide and Policy Manual of Vocational Instruction and Supportive Services for Disadvantaged and Handicapped Persons. Bismarck, ND: Author, 1975, 24 pp.

The manual is designed to provide a guide for vocational education programs and supportive services for North Dakota's disadvantaged and handicapped population at all levels. It is intended to provide the technical assistance as well as the procedures that will be valuable in organizing and administering occupational training programs for the disadvantaged and handicapped. Topics include specific requirements for receiving special services, services that may be funded (with examples), identification of handicapped or disadvantaged persons, application procedures for a disadvantaged or handicapped program, and the reimbursement rate for special needs programs in North Dakota.

Parsons, Edgar A. Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped. Volume I.

(See Needs Assessment)

Rhode Island Department of Education. The Educationally Disadvantaged: Pre-Planning Study Report With Next Steps. Compiled as Working Document Number One. Providence, RI: Bureau of Research, Planning and Evaluation, 1974, 55 pp.

The launching of a full-scale planning effort on the problem of improving education for the disadvantaged was preceded by a pre-planning phase which provided directional guidance to the project. This document summarizes the activities and findings of that pre-planning phase. Information on local concerns, programs and the planning process is included in this report while that on definitions and the literature can be found in Working Document Number Two. The first part of Working Document Number One summarizes the results of the pre-planning activities and outlines a planning process. The second part reports and summarizes the results of a survey conducted by the pre-planning group involving individuals who have experienced first hand the problems of educationally disadvantaged students and who have attempted to implement solutions. The interview process is described as an experiment in public participation and the issues generated from the overall survey are summarized. The funding categories used in Rhode Island to conduct educational programs in FY 1973-74 are described in Part III. The information summarized includes: (1) types of financial assistance given; (2) identification of target population; (3) general scope of program activities implemented within each category; (4) what proportion of the total allocation is specifically earmarked for the "disadvantaged" according to various definitions of disadvantaged in each funding category; (5) explanation of the ways monies have been allocated; and (6) discussion of alternative methods. A paradigm which illustrates the four phases of the proposed planning process is presented.

Rice, Eric, & Etheridge, R. Strategies to Eliminate Sex Stereotyping and Sex Bias: An Administrator's Manual. Chapel Hill, NC: System Sciences, Inc., 1977, 194 pp.

This volume is one of five produced by a research project whose central purpose was to identify, develop, and evaluate alternative strategies for overcoming the restrictive influences of sex stereotyping and sex bias on the interests, attitudes, occupational choices and training of students of both sexes. This document contains information about the more urgent program development and program implementation needs revealed during the project's activities. The report presents a synopsis of findings pertaining to state and local strategies and approaches, a brief introduction to evaluation, basic information about the issues of sex stereotyping and sex bias as it pertains to educators, and a two- to three-day staff development workshop description complete with materials.

Rice, Eric, & Etheridge, R. The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs. Chapel Hill, NC: System Sciences, Inc., 1977, 94 pp.

This document is the final report of a study to identify, develop, and evaluate alternative strategies for eliminating and preventing the restrictive influences of sex stereotyping and sex bias on the interests, attitudes, occupational expectations and training offered to students of both sexes. Emphasis was placed on secondary level vocational programs although information was collected on a variety of programs nationwide. A three-phase approach was used: (1) a national survey of programs related to vocational equity; (2) a survey of vocational education administrators; and (3) the development and evaluation of student curricular strategies. Findings suggest that: (1) state and local programs are in initial development stages; (2) educators have specific information needs including: (a) curricular materials for all students, (b) teacher and administrator in-service and research materials, (c) program development information, and (d) program implementation information; (3) curricular strategies, particularly the staff-created curricula materials, had significant impacts on student cognitive and affective growth concerning awareness, attitudes and knowledge about sex bias, and other work related issues; and (4) there is a series of specific research and development needs relative to the elimination of sex bias in vocational education. This project produced four companion volumes which are:an administrator manual entitled Strategies to Eliminate Sex Stereotyping and Sex Bias, and three sets of student materials entitled Eliminating Sexism: Rewriting the Scripts; Sex Stereotyping, Bias and Discrimination in the World of Work: A Student Workbook; and In Search of a Job: A Simulation Activity in Occupational Decision Making.

Salazar, Arturo. The Need for Bilingual Vocational Education Programs in Secondary Schools in Texas.

(See Needs Assessment)

Saunders, Laura, & Cleaves, A. Chapter 622: A Guide for Administrators. Boston, MA: Massachusetts Board of Education, Bureau of Equal Educational Opportunity, 1977, 99 pp.

This guide is intended to serve as a resource for public school administrators as they implement the regulations of Chapter 622 and Title IX. It does not mandate new actions for school systems. Rather, it suggests strategies and approaches that will aid school districts in achieving full compliance with the spirit and letter of these regulations. The guide is structured to permit easy access. The table of contents lists the thirteen major sections or chapters. Each chapter is headed by its own more detailed listing of contents. The chapters on program areas have been designed to be as parallel in structure as possible, so that readers can locate similar types of information across chapters. Each chapter presents: (1) the regulations pertaining to that area; (2) minimum objectives; (3) methods and approaches; (4) suggested activities for the coordinator; and (5) resources that can be used in implementing the program. Chapters include: The Role of the Coordinator; Annual Requirements; Admissions to Schools and Courses of Study; Curriculum; Guidance, Extra-Curricular Activities; Scholarships and Awards; In-Service Education; Personnel Practices; Handling Complaints and Grievances; System-Wide 622/IX Planning; Organizational Dynamics and 622/IX Implementation; and Using Resources.

Schneck, Gerib R., Lerwick, L. P., & Copa, G. H. Assessment of the Prevalence and Service Need Requirements of Handicapped and Disadvantaged Students in Vocational and Technical Education Programs in Minnesota.

(See Needs Assessment)

Smith, R. E. Operational Guideline: Programs for the Handicapped. Sacramento, CA: California Community Colleges, Supportive Services and Programs for the Handicapped, 1977, 60 pp.

The purposes of these guidelines are four-fold: (1) to assist local college/district personnel in complying with regulations relative to the education of the handicapped; (2) to provide for a uniform approach to the administration of programs and services for students with handicaps at the California community colleges; (3) to provide a tool to assist local administrators and special resource personnel in developing and/or improving upon a delivery service of supportive services and programs for handicapped students; and (4) to provide college/district specialist with an easy reference guide for daily use. Section I of the document discusses statewide and local administration and regulations. Section II is concerned with student participation. The identification of handicapped students is the subject of Section III. Section IV discusses planning. Implementation strategies are presented in the fifth section. Section VI is concerned with budget considerations, while Section VII focuses upon reporting requirements. Section VIII discusses evaluation.

Tennessee State Department of Education. Guidelines for Special Programs: VIP/VAP (Vocational Improvement Program/Vocational Advancement Program). Nashville, TN: Vocational-Technical Program Services, undated, 49 pp.

Designed for use by persons involved in training the disadvantaged and/or handicapped student, this practical guide should be of benefit to school superintendents, vocational directors, teachers, and counselors. The publication is organized into seven sections. Section I gives an introduction to programs for the disadvantaged and handicapped, a list of State Department of Education, Division of Vocational-Technical Education supervising personnel, and criteria used when reviewing Special Program funding requests. Sections II and III explain the Vocational Improvement Program (VIP) and the Vocational Advancement Program (VAP) covering such areas as student selection, instruction, evaluation, organization, and job placement. Section IV is addressed specifically to teachers of "Special Needs" programs. Curriculum materials available through the State Department of Education's Educational Media Center are listed in Section V. General regulations for the Youth Leadership Training Program at Camp Clements are outlined in Section VI. Section VII emphasizes the importance to VIP and VAP supervisors of state-sponsored in-service training sessions. The Appendix includes definitions of relevant terms, assorted forms intended as examples for school systems, and student and teacher reports, etc.

Tindall, Lloyd W. Program Evaluation and Planning for the Vocational Education of Handicapped Students: Secondary, Post-Secondary Articulation.

(See Needs Assessment)

Vetter, Louise, Burkhardt, C., & Sechler, J. A Guide for Vocational Education Sex Equity Personnel. Columbus, OH: The Ohio State University, The National Center for Research in Vocational Education, in print, 94 pp.

This training package is designed to assist sex equity personnel in implementing the Education Amendments of 1976. The training package was developed to be used as part of five national workshops conducted in April 1978, but is self-instructional and can be used independently. The materials are presented in six chapters: (1) What is the problem and how much can vocational education tackle?; (2) How can I possibly do all the work I have to do?; (3) How do I deal with the mandated functions of my position?; (4) How can I influence people to work on the problem?; (5) What resources can help solve the problem?; and (6) How do I get it all together?

Weisgerber, Robert A., & Smith, C. A. Improving Vocational Education Services for Handicapped Students. Final Report. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, 1977, 45 pp.: ED 142774 CE 011868

The project was designed to develop a comprehensive set of instructional materials for use in the training of vocational educators who will be instructing handicapped students as a part of their regular classes. These materials were to convey information at various levels of specificity, including (1) a general understanding of the attitudes, problems, and concerns which affect the handicapped group, (2) an awareness of the needs arising from selected types of disabilities and impairments, and (3) a strategy for use when planning education for a handicapped student. Priorities for content in the resulting seven modules of instruction were established cooperatively with an advisory panel, and were developed in cooperation with consultants knowledgeable in the various handicapping conditions. Overall, the modules were found to meet or surpass the evaluators' expectations in terms of providing information on five main ideas: rights and entitlements, attitudes toward the handicapped, information about different handicapped conditions, training the handicapped for competitive employment, and helping a particular handicapped student.

Williams, Kathleen L., Parks, B. J., & Finley, C. J. Measures of Educational Equity for Women: A Research Monograph. Palo Alto, CA: American Institutes for Research, 1977, 231 pp.

This document was produced by a project whose purpose was to locate and make available suitable measurement instruments to facilitate evaluation in educational equity projects for women. The major product of this contract was a three-volume, 952-page Measurement Instrument Package and accompanying Project Director's Guide. The Measurement Instrument Package contains both descriptions of 61 assessment instruments judged to be potentially useful to researchers in women's equity and a copy of the actual assessment instrument. The present monograph contains just the descriptions and was produced in greater quantity in order to facilitate the dissemination of information. Availability of the complete measurement instrument package was, at the time this document was written, under control of the Women's Program staff of the U. S.

Office of Education. Persons wishing access to the complete set of volumes were encouraged to contact the Women's Program staff directly.

Women on Words and Images. Guidelines for Sex-Fair Vocational Education Materials. Princeton, NJ: Author, undated, 46 pp., ED 153015 CE 015628.

Although designed primarily for use by the vocational education community, these guidelines may serve all educators in helping to ensure freedom from sex discrimination in materials currently being developed; to provide a checklist for evaluation of sexism in materials already developed; and to serve as a guide for the creative use of any existing sexist materials. The sample of materials studied during this project were drawn from commercially produced materials as well as Office of Education funded materials published after 1972. The materials included texts, tapes, filmstrips and charts and represented 14 of 15 occupational clusters identified by the U. S. Office of Education. The guidelines for sex-fair materials were prepared with these criteria in mind: (1) 50-50 balance of males and females in any material; (2) sex neutral or sex-fair language; (3) specific mention of issues involved in non-traditional career choices for males and females; (4) sex-fair occupational descriptions that accurately reflect performance required. Following the guidelines, a checklist for evaluating sex bias in materials is presented. A separate document, guidelines for the creative use of biased materials, will serve particularly to raise the awareness level of teachers, teacher trainers and students.

VI. ALLOCATION OF FUNDS

Atteberry, James W. A Model for Planning Vocational Education Via Mathematical Model. Columbus, OH: The Ohio State University, The National Center for Research in Vocational Education, 1978, 22 pp.

This paper presents a mathematically-based planning model to guide state-level vocational education planners as they strive for organization and precision in the planning process. The model forces planners to prioritize goals and determine trade-offs before making a decision. This is done, in part, by using the computer to solve a mathematical model which has been designed to determine the trade-off between alternative goals and plans. Simulating the relationship between goals, constraints, and variables in such a model enables a planner to use the model instead of the actual system to explore the effect of alternative plans and decisions. Ultimately, a plan is derived that maximizes system goals while avoiding the excessive costs that result if such plans were tested on the actual system. The model has not been tested under practical conditions, and thus should be regarded as highly theoretical (from Foreword).

Johns, Roe L., Ed., & Others. Planning to Finance Education. Gainesville, FL: National Educational Finance Project, Volume 3, 1971, 463 pp., ED 052515, EA 003538.

Eleven articles on various aspects of financial planning for educational services comprise this document, volume three of the NEFP series. Volume one of this series deals with educational needs, volume two with economic factors and education, and volume four with the impact of educational financing programs. The material in this volume describes financing programs and discusses problems in financial planning for public instruction programs from preschool through community college and adult education, including programs for exceptional children, the culturally deprived, and vocational education. Additional discussions on planning school facilities finance, food service costs, and student transportation, as well as on fiscal capacity and district reorganization are provided. Related documents are EA 003 536, EA 003 539-543, PS 004 503, ED 043 697, ED 047 230, ED 045 068, ED 043 968, ED 046 071-072, EA 003 537, ED 036 007, and EA 003 673. Funding for this research was provided by an ESEA Title V grant.

Koble, Daniel E., Jr., & Bumstead, J. G. A Master Plan for the Financial Support of Vocational Education in West Virginia. Columbus, OH: The Ohio State University, The National Center for Research in Vocational Education, 1974, 130 pp.

This report documents a study of the system for allocating and delivering vocational education funds in West Virginia. The methodology consisted of interviews with forty members of the educational community; completion of a questionnaire by sixty-five county superintendents, county directors of vocational education, state supervisors, and various other educational personnel; consultation with educational financial experts; and a review of the literature and educational financing including guidelines, regulations, and forms employed by other states. The major recommendations resulting from the study included that: (1) a systematic method be developed for securing advice and guidance about state fiscal procedures and policies from concerned county education personnel, and (2) consideration be given to improving and updating the fiscal allocation formula currently in use by (a) establishing a statewide system for the analysis and interpretation of self-generated and/or available manpower data and information, and (b) generating an accountability factor based on student placement/outcome data.

VII. RELATED DOCUMENTS

Abram, Robert, & Schroeder, P. E. Vocational Education in Correctional Institutions: Summary of a National Survey, Technical Report No. 3. Columbus, OH: The Ohio State University, The Center for Vocational Education, 1977, 123 pp.

This national survey sought to determine the status of vocational education in correctional institutions. Data on vocational programs were collected from 384 institutions including state youth and adult facilities, the Federal Bureau of Prisons, city and county jails, and military correction facilities. The survey addressed program features such as types and lengths of vocational programs offered, inmate participation, enrollment criteria, physical support, educational personnel, the status of the programs in the total institutional framework, interagency cooperation, and technical assistance. The findings are reported in 14 sections of the report. Each section includes a brief narrative highlighting the information presented. Information is tabulated separately for youth and adult facilities and includes frequencies, percents, and means. The information should be useful to correctional and educational personnel at national, state, and local levels in planning and implementing vocational education programs. Two other technical reports were produced by the same study: (1) Vocational Education in Corrections: An Interpretation of Current Problems and Issues, and (2) Standards for Vocational Education Programs in Correctional Institutions.

Alabama State Department of Education, Division of Vocational Education, Program Services Branch, Sex Equity Unit. Equal Opportunities in Vocational Education. Montgomery, AL: Author, 1978, 50 pp.

The stated purpose of this publication is to provide vocational educators with information to help in achieving sex equity in vocational programs. Recent legislation such as the 1972 Education Amendments, Title IX and the 1976 Education Amendments (Vocational Education) Title II emphasized the elimination of sex discrimination at the local education agency in areas such as access to courses, policy statements in publications, counseling, treatment of students and in situations involving marital and parental status, employment, fringe benefits and enforcement process. The 1976 Education Amendments contain specific functions for vocational education which are to be coordinated through designated sex equity personnel. Activities which will eliminate sex bias, sex stereotyping and sex discrimination at the state and local levels are to be provided by the sex equity leadership. The four sections of this source book (Rationale, Legislation, Leadership Responsibilities and Sources of Information) encourage equal opportunities for employees and students.

Bell, T. H. "The New Look in Handicapped Education," Speech presented at the Annual Meeting of the Virginia Council for Exceptional Children. Reston, VA: Author, March 4, 1976, 7 pp.

The federal government's past role in education for the handicapped is recounted and the implications of the new legislation (P. L. 94-142) are discussed in then Commissioner Bell's remarks. The exemplary Portage project in Wisconsin involving a home-based parent training model is presented as a model for parent and family involvement in education of the handicapped.

Briggs, Norma. Women in Apprenticeship - Why Not? (Manpower Research Monograph No. 33, U. S. Department of Labor, Manpower Administration). Washington, DC: U. S. Government Printing Office, 1974, 34 pp.

This document summarizes a project whose purpose was to demonstrate ways in which obstacles to the employment and fuller utilization of women workers could be isolated, analyzed, and minimized. In addition, the study was to focus upon the experiences of women apprentices. The locus for the study was the state of Wisconsin. Data were collected from the State Apprenticeship Agency staff, the trade and industry coordinators from Wisconsin vocational-technical schools, and employers. Barriers to female entry into apprenticeship programs included their misconceptions about differences in work behavior and ability between men and women; belief by employers that women were unsuited for dirty jobs, heavy jobs, or all weather jobs; labor/management agreements; social considerations such as veteran preference; school system practices which channel students for vocation by sex; and female self-attitudes. Recommendations included that: (1) jobs be re-analyzed to determine whether formal academic preparation or on-the-job training is more appropriate; (2) governmental agencies develop apprenticeship as a means of training in several new occupations; (3) the government reimburse employers for apprenticeship programs; (4) apprenticeship as a means of training for new occupations and employer reimbursement be combined with programs for the training of the disadvantaged; (5) affirmative action for women be included in Title 29 CFR, Part 30 (the equal employment opportunity order for apprenticeship); and (6) there should be a concerted effort to influence guidance counselors across the educational system to re-examine those practices which contribute to the persistence of sex stereotypes.

Budke, Wesley E., & Gordon, R. Current Projects in Vocational Education--FY 1976. Columbus, OH: The Ohio State University, Center for Vocational Education, 1977, 270 pp.

This compilation presents abstracts of 221 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1976 and the transition quarter (July 1-September 30, 1976). Following a narrative introduction and list of project titles, the abstracts are arranged alphabetically by state within each of the four sections that pertain to the part of the Vocational Education Amendments of 1968 under which funding was obtained: Part C, research (124 projects); Part D, demonstration (60 projects); Part I, curriculum development (15 projects); and Part J, bilingual vocational training (22 projects). The Part C projects are grouped according to the following priority areas: adult vocational education, postsecondary vocational education, individualization and modularization of instructional materials, special needs populations, and special projects of national significance; Part D projects by experience-based career education, cluster projects, work experience and cooperative vocational education, and continuing K-14 career education and cluster projects. The information provided for each project includes application number, contract or grant number, title, principal investigator and organization, funding period, and an abstract summarizing project objectives, procedures, and expected contribution to education. The projects are indexed by application number, principal investigator, and state.

Cotler, Stephen R., & DeGraff, A. H. Architectural Accessibility for the Disabled of College Campuses. Albany, NY: State University Construction Fund, 1976, 122 pp.

This guide has two basic objectives: (1) to present updated architectural criteria aimed at realistic accessibility to college campus facilities; and (2) to present essential information necessary to provide for the diversity of physical handicaps appearing on campuses. Criteria were chosen in view of their accessibility for the physically handicapped as well as their acceptability for architects, administrators, and campus physical plant staff. The guide is arranged by type of facility or service, e.g., walks, ramps, telephones. Four types of information may be provided for each facility/service. Policy sections suggest planning and administrative policy aimed at further accessibility. A rationale provides explanations and further information to justify the necessity of the criteria. The criteria section provides the essential architectural information needed by architects and planners such as details, measurements, and graphics depicting architectural accessibility. A graphics section is used to supplement or further depict criteria.

Council of Chief State School Officers, National Field Task Force on the Improvement and Reform of American Education. Better Schools Through Better Partnerships. Washington, DC: Author, 1974, 70 pp.

This document is the Final Report and includes the recommendations of the National Field Task Force on the Improvement and Reform of American Education. In 1972 the U. S. Office of Education established six field task forces to contribute directly to its intensified efforts to help improve the nation's school systems and the preparation of the people who staff them. The studies were completed in the fall of 1973 and their reports and recommendations reflect their reactions to the state of improvement and reform in American education as it existed at that time. Issues are raised, problems stated, and some possible solutions offered in the following areas: The Development and Current Operation of State Education Agencies; The State Education Agency Leadership Role in Effecting Change; Accountability as a Basis for Educational Reform; Competency-Based Teacher Education and Certification; Employment and Education of Women; Selected Areas for Program Development; and Fiscal Reform in Education. A bibliography of related publications is included.

Diamond, Esther E., (Ed.). Issues of Sex Bias and Sex Fairness in Career Interest Measurement. Washington, DC: U. S. Department of Health, Education, and Welfare, National Institute of Education, Career Education Program, 1975, 219 pp.

This book of readings examines the technical and social issues related to sex bias and sex fairness in career interest measurement. The readings are the result of an NIE sponsored workshop whose purpose was to examine the technical and social issues, to create a greater understanding of the problem, and to suggest some acceptable answers. Significant issues in the relationship between sex fairness and career interest inventories were identified by Career Education Program staff and a planning group. Researchers were chosen to prepare papers on the selected topics. The book contains an overview of the papers, guidelines for assessment of sex bias and sex fairness in career interest inventories, and the eleven papers. The papers consist of: (1) "Impact of Interest Inventories on Career Choice" by N. S. Cole and G. R. Hanson; (2) "The Use and Evaluation of Interest Inventories and Simulations" by J. L. Holland; (3) "Technical Aspects: Problems of Scale Development, Norms, Item Differences by Sex, and the Rate of Change in Occupational Group Characteristics--I" by L. W. Harmon; (4) "Technical Aspects: Problems of Scale Development, Norms, Items Differences by Sex, and the Rate of Change in Occupational Group Characteristics--II" by C. B. Johansson; (5) "Face Validity of Interest Measures: Sex Roles Stereotyping" by M. F. Tanney; (6) "Reducing Sex Bias: Factors Affecting the Clients View of the Use of Career Interest Inventories" by J. M. Birk; (7) "A Consideration of Race and Efforts to End Sex Bias" by J. P. Gump and L. W. Rivers; (8) "Expanding Opportunities for the Re-entry Woman: The Use of Interest Inventories with the Mature Woman" by M. E. Verheyden-Hilliard; (9) "Costs of Developing Interest Inventories and Implications for Change" by J. C. Hansen; (10) "Sex Bias and Computer-based Guidance Systems" by J. H. Bowlsbey; and (11) "The Legal Implications of Sex Bias in Interest Inventories" by L. E. Fitzgerald (assisted by B. J. Fisher).

Eliason, Carol. Neglected Women: The Educational Needs of Displaced Homemakers, Single Mothers, and Older Women. Washington, DC: National Advisory Council on Women's Educational Programs, undated, 63 pp.

This report is the result of a project by the Center for Women's Opportunities of the American Association of the Community and Junior Colleges to conduct a series of hearings concerning the educational needs of three groups of disadvantaged women: displaced homemakers, single mothers, and older women. Five regional one-day hearings were conducted in the fall of 1977. In addition to the hearings, oral interviews were conducted in eighteen states and Washington, DC. It was found that there is a growing population of disadvantaged women whose educational needs are urgent and unmet. Most governmental and private efforts to help these women have not specifically recognized that the correction of their problems requires a variety of educational and other programs. These women need training for well-paying jobs that offer advancement opportunities, consumer education, and support services to allow them to take advantage of educational opportunities. Two sets of recommendations are presented, one concerned with new legislation, the other with existing legislation and programs. Recommendations concerning new legislation deal with such areas as financial assistance for education, tax reform, establishment of volunteer programs, eligibility requirements, federal reporting requirements, enforcement of existing regulations, and sensitizing legislation to the problems of age discrimination. Recommendations relating to existing legislation and programs concern the establishment of an inventory of federal educational financial aid programs, the use of discretionary funds for the development of products and strategies to better serve the counseling and occupational needs of disadvantaged women, expanded research and demonstration projects in management of personal finances in consumer training, parenthood education, review of existing legislation to determine which programs permit support of childcare centers at public educational institutions, and the offering of incentives to institutions and state to extend academic credit for life-long learning experiences.

Far West Laboratory for Educational Research and Development. Educational Programs That Work. San Francisco, CA: Author, 1977, 245 pp.

This catalog is the fourth in a series supported by the U. S. Office of Education to publicize exemplary projects developed in local school districts with the aid of federal funds. It includes up-to-date information on all projects that were described in the previous editions plus approximately thirty-five new additions. The catalog is intended to aid educators in their efforts to improve educational opportunities in the nation's schools. The projects contained in the catalog have demonstrated their effectiveness, and have been selected for inclusion in the catalog by an expert review panel. Projects are divided into ten areas: (1) alternative schools (programs); (2) bilingual and migrant education; (3) career or vocational education; (4) early childhood/parent readiness/parent involvement; (5) environmental education; (6) organizational arrangements/training/administration; (7) reading/language arts/math; (8) special education/learning disabilities; (9) special interests: arts, communication skills, technology; and (10) special interests: health, human behavior, physical education, and multiple talent development. Each project is described in terms of its target audience, overview, assurances/claims, implementation requirements, financial requirements, and services available. The appendix lists key persons who may be able to provide technical assistance to local schools in their search for useful new educational practices. The appendix also contains a key word index to enable the reader to easily identify projects of interest.

Gollay, Elinor, & Bennett, A. The College Guide for Students with Disabilities. Cambridge, MA: ABT Publication, 1976, 545 pp.

This document is a detailed directory of higher education services, programs, and facilities accessible to handicapped students in the United States. Information was collected through mail surveys from over five hundred colleges (two- and four-year). The information is presented in eighteen chapters. Types of information included in the directory are admission testing procedures, sources of financial aid for higher education, sources of learning aids and materials, information and referral agencies, non-traditional approaches to obtaining a higher education, federal and state agencies which may be helpful to disabled students, other sources of useful information (in addition to this directory), and legal issues in higher education for persons with disabilities. Kinds of information presented for individual colleges include available services, policies with respect to disabled students, supportive services available, accessibility features of over 7,000 buildings on the college campuses, and how to obtain additional information from a college.

Hicklin, C. R., Price, S. T., & Hain, J. *A Report of a Study to Determine the Degree to Which the Physical Facilities Currently Being Used to House Approved Vocational-Technical Education Programs in Illinois are Adequate to Meet the Needs of Handicapped Students Who Wish to Enroll*. Springfield, IL: Illinois Advisory Council on Vocational Education, 1972, 65 pp. and appendices.

This study was conducted to determine if the facilities used in Illinois for vocational education are available, accessible, and conducive to being used by the handicapped. A review of state and national standards for handicapped accessibility and usability was performed. Based on this review, an evaluation instrument was developed. On-site evaluations were conducted at ten area vocational schools, ten junior colleges, five high schools, and three state-approved private schools. Many of the sample schools were found to be quite inadequate with respect to their accessibility for handicapped students. However, this situation seemed to be improving, particularly in building construction begun after House Bill 2416 passed in January 1968. Architects have found that meeting the new Illinois standards does not add greatly to the initial costs of school buildings, and that ramps are superior to stairs in facilitating the flow of traffic through public buildings. The costs for removal of architectural barriers are directly and positively related to the age of a building, i.e., the older the building the higher the remodeling expense. It was recommended that methods be developed for identifying handicapped persons who could benefit from vocational education programs, for systematically analyzing their work potential, for analyzing jobs and work stations in terms of use by handicapped persons, for identifying suitable job opportunities, and for synthesizing specialized educational programs for handicapped workers. Lists of vocational education facilities and programs accessible to the handicapped should be compiled. Affirmative-action programs for training and job placement should be instituted. It was further urged that continued emphasis be placed upon the need to bring inadequate facilities into compliance with the standards of House Bill 2416. In addition to these action recommendations, seven areas for further study were suggested.

Hulme, Marylin A., Anczarki, S., & Small, L. *Directory of People in Nontraditional Jobs*. Somerville, NJ: New Jersey Department of Education, Division of Vocational Education and Career Preparation, Office for Equal Access, 1978, 24 pp.

The purpose of this document is to provide a list of women and men working in non-traditional jobs in New Jersey and nearby areas who are willing to visit schools and participate in career days. Thus, the directory is a tool to help implement non-stereotyped career awareness programs by providing access to role models. A two-level scheme is used to group the persons by occupation. The most general groupings are occupational clusters such as law or skilled trades. The occupational clusters are divided into subsets such as judges, lawyers, etc. Each person's name, address, and telephone number are given.

Hurwitz, Alan. Building Bridges--Increasing Access to Vocational Education Through the Preparation of Bilingual Vocational Instruction. Boston, MA: Fitchburg State College, 1978, 40 pp.

This booklet outlines the growing need for bilingual instructors of vocational education nationally and presents the current status of bilingual vocational education in Massachusetts. It then describes the original project at Fitchburg State College which had as its purpose the training of thirty bilingual individuals to become "competent occupational education teachers who will nurture the skills, attitudes and knowledge of Hispanic American students for employment in specific occupations." Following the general discussion concerning bilingual vocational education, the extended program (project) is described in terms of: Recruitment and Selection; Instruction; Approval Requirements; New Training Activities; Exposure; Graduation; Career Development; The Future; and Staff.

Kane, Roslyn D., Fernandez, L. C., & Godoff, J. M. A Model to Retrain Women Teachers and Skilled Women as Teachers in Non-traditional Vocational Programs. Arlington, VA: Rj Associates, Inc., 1977, 69 pp. and appendices.

The purpose of this project was to develop a model to facilitate the retraining of women teachers and skilled women to teach non-traditional secondary vocational education programs. The model is intended to serve vocational teacher educators, state administrators seeking to expand teach education opportunities, and local school administrators who wish to employ women teachers in a broader range of programs. The model attempts to illustrate the feasibility of retraining programs, to identify alternative approaches to meeting teacher qualifications, and to recognize constraints teacher educators and school administrators are likely to encounter. The resources needed to plan realistically for implementation of such a model are also discussed.

Koba Associates, Inc. Project to Prepare an Annotated Bibliography Entitled "Women in Non-traditional Occupations." Washington, DC: Author, 1976, 40 pp.

To respond to the challenge of overcoming inequity for women in the labor force, the Bureau of Occupational and Adult Education of the USOE is encouraging its vocational education program directors, educators, and planners to promote the training of women in job areas which are male dominated. As a resource for this program, this project developed an annotated bibliography of women in non-traditional occupations. This document is the final report of the project. The report describes the bibliography construction process, problems encountered during the project, significant findings and events, and proposed dissemination activities. (The resultant bibliography is contained in a separate document entitled, Women in Non-traditional Occupations.)

Koba Associates, Inc. Women in Non-Traditional Occupations--A Bibliography. Washington, DC: Author, 1976, 187 pp.

Intended as a resource document, this bibliography can prove helpful to groups and individuals such as vocational education program directors, educators, planners and others interested in women in the work force. Information is presented as an aid to the planning and promotion of the training of girls and women in job areas which are presently male-dominated. The bibliography is organized into three sections: Women in Non-Traditional (I) Occupations--Overview Materials; (II) Skilled/Vocational Occupations; and (III) Professional Occupations. Included are a section entitled Resources for Additional Information and a listing of Sources for Materials.

Lambert, Roger H., & Others. Modifying Regular Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped. Progress Report. Madison, WI: Wisconsin University, Center for Studies in Vocational and Technical Education, 1975, 74 pp. ED 121048 EC 082816

Reviewed are activities carried out over a one-year period by the Center for Studies in Vocational and Technical Education project to modify regular programs and develop curriculum materials for vocational education of the handicapped. Provided in Section 1 is a summary of project activities which include workshops in VTAE (Wisconsin Board of Vocational, Technical and Adult Education) districts, collection of materials about handicapping conditions and special education, the development of publications for use in working with handicapped persons, preparation of exhibits at state and national programs and conferences, provision of consulting and advisory services, development of a bibliography of free loan materials for handicapped and special education, and production of a film about vocational education of the handicapped in Wisconsin Technical Institutes. Convention program activities are reported in Section II which summarizes the six topics discussed at the New Orleans convention. Program outlines of inservice workshops held in the vocational, technical, and adult education districts are offered in the area of improvement of instruction through awareness and motivation of students.

Lambert, Roger H., & Others. *A Bibliography of Materials for Handicapped and Special Education*. Second Edition. Madison, WI: Wisconsin University, Center for Studies in Vocational and Technical Education, 1978, 110 pp. ED 123839 EC 090145

The bibliography contains references for materials related to vocational and technical education of handicapped students. Entries are coded by Office of Education Curriculum Codes and Educational Resources Information Center descriptors. Materials can be located by specific skill areas (communication skills, interpersonal and behavior coping skills, motoric skills, perceptual skills, vocational and avocational skills development, agriculture, health occupations, and trade and industry), by specific handicap (visually impaired, hearing impaired, physically handicapped, mentally retarded, emotionally disturbed, speech/language disability, learning disabled, multiply handicapped, chemically dependent, and offenders), or by particular type of material (program development and administration, software instructional materials/devices, ancillary services, evaluation and research, and groups/organizations). Each citation usually contains information on title; author; publisher and address; binding and pagination for books; price; and information for films, cassettes, slides and other nonprint materials.

Lerner, Jane, Bergstrom, F., & Champagne, J. *Equal Vocational Education*. Houston, TX: University of Houston, Center for Human Resources, 1976, 96 pp.

This booklet recounts the background, activities and outcomes of Project EVE (Equal Vocational Education), a research project carried out in some of the schools of Houston, Texas from early 1975 through June of 1976. The purpose of the project, initially entitled Women in Vocational Education, was to develop a model program adaptable throughout Texas that would enable school districts to increase and maintain female enrollment in vocational programs that had traditionally been dominated by males. Before funding by the Division of Occupational Research and Development of the Texas Education Agency, project staff secured the cooperation of the Houston Independent School District and Sam Houston High School was designated as the demonstration school for developing and testing project activities. In order to evaluate the effectiveness of the project activities and to assess the female students' knowledge and attitudes concerning vocational education, a student questionnaire was developed and administered as a pretest and a post-test. Female students were recruited into traditionally male-dominated training programs such as auto mechanics, radio and TV, and plumbing through the development and presentation of a formalized recruitment program which could be adapted by other schools and school districts. The program developed included a booklet of student materials containing five activities: (1) a game, "Does the Glass Slipper Fit?"; (2) a slide/tape presentation, All About EVE; (3) three case studies, "Was This Woman Prepared for Her Future?"; (4) What is Your Future Work-Life Expectancy?"; and (5) a discussion of data from the Women's Bureau of the U. S. Department of Labor. Female enrollment in non-traditional vocational programs increased at all nine of the high schools where EVE presentations were made. This report includes recommendations for adoption by the schools throughout the state of Texas. Project EVE staff members state that the full implementation of these recommendations can make Texas the nation's leader in equal employment opportunity for women.

Levy, Girard W., Abram, R. A., & LaDow, D. L. Vocational Preparation in United States Correctional Institutions: A 1974 Survey. Springfield, VA: National Technical Information Service, 1975, 105 pp. and appendices.

The purpose of this project was to evaluate the formal vocational training programs, prison industries, and maintenance and service assignments within United States correctional institutions for male or female, adult or juvenile offenders. Mail questionnaires were sent to all institutions in the United States and site visits were made to 77. During the site visits, 306 inmates soon to be released or paroled were interviewed. Information was obtained from 70 percent of all institutions. Specific information was collected on training goals, programs, practices, numbers participating, staff, and supportive services. Significant findings are presented in terms of the need for vocational preparation, the potential currently available, and the weaknesses disclosed. Taken as a whole, the study established that vocational preparation in correctional institutions is generally inadequate. Recommendations included the development of greater variety of offerings to meet individual needs, particularly for special populations; expansion of community contacts; improvement of vocational guidance and counseling and job placement; periodic evaluation of vocational preparation activities; and planning of prison industries, and maintenance and service activities from a vocational preparation point of view.

Macer, Richard A. "A Position Paper for Vocational Education Special Needs Services in Public Education." A paper presented at the American Vocational Association Convention. Houston, TX: December 6, 1976, 9 pp.

Recent federal mandates require that special needs groups be provided access to vocational education programs in the least restrictive environment in which they can succeed. This paper outlines the need for viable vocational training for individuals with special needs in order that they may become participants in a technologically advancing society. Discussed in the paper are: Advocates of Vocational Education Special Needs Services; Defining Vocational Education Special Needs Services; Delivery of Vocational Education Special Needs Services; Legislation and Support; Special Needs Teacher Education; and Special Needs Curricula.

Magisos, Joel H., & Stakelon, A. E. Special Needs Populations. Annotated Bibliographies on Bilingual, Correctional, Migrant, and Handicapped Populations with Unique Vocational Education Needs. Bibliography Series No. 33. Columbus, OH: The Ohio State University, Center for Vocational Education, 1975, 142 pp.

This annotated bibliography is designed to assist applicants for research support under part C of the Vocational Amendments Act of 1963 by providing access to documents, journal articles, and current projects related to vocational education for special needs populations. The report literature and journal articles cited were found in a computer-assisted search of "Resources in Education" (RIE), "Abstracts of Instructional and Research Materials" (AIM/ARM), and "Current Index to Journals in Education" (CIJE), and cover information most relevant to the topical area and representative of previous work. Entries cover the areas of bilingual vocational education, correctional vocational education, vocational education for migrants, and vocational education for the handicapped. Also included are instructions for ordering the cited materials.

Maloney, Patricia. Resources for Mainstreaming Exceptional Students in Vocational Education Programs. Palo Alto, CA: The American Institutes for Research in the Behavioral Sciences, 1978, 80 pp.

The four sections of this resource guide are designed, respectively, to provide leads to resources in areas such as: (1) increasing staff knowledge about handicapped students; (2) requirements that administrators institute procedures to assure that proper services are provided; (3) that legal provisions are satisfied; and (4) that necessary changes in classroom procedures are made.

Massachusetts State Department of Education, Division of Occupational Education. Project CAREER in Motion.

(See Needs Assessment)

McClure, Phyllis. Race and Sex Compliance Issues in Vocational Education. Draft. Washington, DC: National Institute of Education, Vocational Education Study Group, 1977, 42 pp.

A brief summary is presented of federal legislation concerning vocational education up to the Vocational Amendments of 1976. Pervasive sexist and racial discrimination practices in vocational education are noted as being the rule in past years. But the author contends that these practices have not yet been eliminated despite the mandates of the 1976 law (P. L. 94-482), the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972 because there has been virtually no enforcement of these statutes as applied to vocational education. The author states that this paper is an attempt to outline the major Title VI and Title IX compliance issues in vocational education which must be addressed by the civil rights enforcement agency (OCR), by the program operating agency (OE/BOAE), and by the National Institute of Education's vocational education study. The purpose of the paper is stated as being to: (1) describe what evidence exists regarding the participation, or lack thereof, of minority and women students and staff in vocational schools; (2) define the compliance issues which arise from the extent of minority and female participation in vocational education; and (3) offer suggestions for research and data collection on race and sex compliance issues which ought to be addressed by the National Institute of Education in its congressionally mandated study of vocational education programs. Topical areas discussed are: Access; Fund Distribution; Within School Patterns of Race/Sex Distribution; Vocational Education and Work Opportunities; Apprentice Programs in Vocational Schools; Employment; and Recommendations for Research.

Naiman, Adeline. What to do about sex bias in the curriculum. American Education, April 1977, 13, 3, 10-11.

Schools face a number of issues on sexism. According to the writer, one such issue arousing controversy is sex-fair versus sex-affirmative teaching materials. Ultimately, the responsibility for assuring bias-free curriculum belongs to governing bodies: school boards and state boards; however, the writer suggests that through the schools, parents, teachers and administrators can be helped to increase their own awareness of the process and costs of sex bias. Schools can involve teachers in curriculum development and provide them with materials, training and support systems to them. Colleges and teacher-training institutions have a special responsibility in providing awareness to pre-service teacher trainees and resources to in-service teachers who seek retraining. Schools can work with groups funded under the Women's Educational Equity Act, public and private research and development agencies to develop materials, programs, and guidelines for bias-free and sex affirmative materials. Publishers can be encouraged to prepare and revise curricular materials, and schools should make replacements with bias-free materials whenever possible or use supplemental materials to balance those currently in use. A list of recommendations for actions that can be taken by school boards and administrators is given as well as suggested supports the state can provide.

National Advisory Council on Vocational Education. Report on Urban Vocational Education. Washington, DC: Author, 1974, 17 pp.

The National Advisory Council on Vocational Education conducted hearings in Washington, DC, Pittsburgh, Atlanta, Los Angeles, and Houston, to gather information on the status of vocational education in urban areas. The report summarizes the testimony of the hearings and identifies several common urban problems: demand for vocational education training exceeds current faculty and facilities; expansion and improvement and center-city vocational education programs require increased funding; too many students are trained in fields where there are few jobs; cooperative efforts between educators and the business, industry, and labor communities need to be increased; there is a general need for more and better counseling and the development of effective placement programs; parents, teachers, and administrators continue to assume that all students should be pushed to go to academically-oriented four-year postsecondary institutions; opportunities to maximize the efficiency of the city-wide system are missed due to a reluctance to utilize the resources of the private schools; schools could do more to address the problems of sex and race discrimination in career counseling, training and placement; and there is a lack of adequate programs to provide vocational training for handicapped students. The report lists 17 recommendations for improvements.

National Advisory Council on Vocational Education. Overview: 1976 Reports on the State Advisory Councils on Vocational Education. Washington, DC; Author, 1977, 122 pp.

This publication presents an overview of the 1976 annual evaluation reports completed by each State Advisory Council. The document begins with selected examples from state plans to illustrate the states' responses to the statutory requirements of evaluation and recommendation. Following this presentation each state report is summarized individually. (The Connecticut report was not received in time to be included.)

Neely, Margery A., & Wilson, A. P. A Program to Overcome Sex Bias Barriers in Women's Qualifications for Vocational Administration Posts. Manhattan, KS: Kansas State University, College of Education, 1978, 128 pp. and appendices.

The purpose of this study was to develop procedures to assist women who aspire to vocational administration posts but who do not have the required work experience. Using mail questionnaires, data were collected from policy board heads, vocational administrators, vocational teachers, and students in Kansas concerning attitudes, barriers, and the employment picture. Perceived barriers to the employment of women as vocational administrators included family responsibilities, lack of acceptance as administrators by craftsmen in a traditional male area, and absence of female role models in high vocational administration positions. Responses also indicated that there were few annual openings for vocational administrators in Kansas. The results were used to design a "support" personal growth workshop to reduce stereotypes and to design a portfolio for describing unpaid work experiences (in homemaking, volunteer work, etc.) where administrative competencies were acquired.

Olympus Research Corporation. An Assessment of Vocational Education Programs for the Handicapped Under Part B of the 1968 Amendments to the Vocational Education Act: Final Report. Salt Lake City, UT: Author, 1974, 281 pp.

This report describes a study whose purposes were to: (1) examine the relationships between post-program performance and vocational education experiences of handicapped students; (2) identify and analyze internal and external program constraints and limitations in operating vocational education programs for handicapped students; (3) determine the feasibility of expanding a work experience program in vocational programs for the handicapped; (4) examine the strategies used by states in identifying handicapped students in need of services, and the selection of projects for funding; and (5) determine the degree to which funds from the ten percent set-aside under Part B of the 1968 Amendments to the Vocational Education Act for handicapped students actually reached handicapped students rather than become indistinguishable from other vocational education funds. The three-pronged approach for performing the study included an assessment of program administration at the state level, a project level assessment of vocational education programs for the handicapped, and case study interviews with students, parents, and employers. Inquiries were made to 25 states and 92 projects, and 1,001 student and parent interviews conducted. An extensive set of findings are reported. The study's conclusions are grouped into four categories: general, administrative, program, and issues. Recommendations are made in relation to Part B funding, teacher training and re-training, instructional systems for the handicapped, promotion of coordinative educational programs for the handicapped, information dissemination, data collection systems improvement, curriculum development, program mix, occupational offerings for women, work experience, enrollment priority, and educational assessments.

Parker, Scott L., Taylor, G. M., Wong, R. O., Hartman, W. T., Grigg, D. A., & Shay, D. E. Improving Occupational Programs for the Handicapped. Washington, DC: Management Analysis Center, Inc., undated, 227 pp.

This manual is addressed primarily to program administrators and professionals engaged in the occupational education of the handicapped and designed for the purpose of stimulating dialogue, change and improvement in that work. The study on which this manual is based included investigation of three types of existing vocational education programs for the handicapped: (1) regular vocational education programs modified to serve handicapped students in the regular classroom; (2) special vocational education programs for the handicapped in segregated classrooms; and (3) special vocational programs for severely handicapped students in special classes or residential schools. Thirty programs were selected for on-site visits from a group of approximately 450 nominations. The study revealed that successful programs prepared the work environment for the student as well as they prepared the student for the work environment, took advantage of or solicited assistance from groups outside of the program, and ensured relevance of program content to the job market and environment in which graduates would live. In addition, they provided services at a realistic cost per student and reflected strong local commitment and cooperation. Discussion for starting new programs and improving existing occupational programs for the handicapped covers the areas of: laying the groundwork, designing and setting up a program, focusing on student needs, preparation for specific skill or vocational training, related or "academic" instruction, supportive and social services, transition to the work world, job placement and follow-up, and cooperation on a broad front. Appendices include a program evaluation checklist, program abstracts and case studies, and a section on development of the manual.

Parsons, Edgar A. Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped. Final Report. Volume III. Chapel Hill, NC: System Sciences, Inc., 1975, 74 pp. ED 136021 CE 010156

This annotated bibliography is the third volume of a three-volume report of a national study whose primary objectives were to quantify resource utilization patterns of vocational education programs effectively serving special needs populations and to develop a methodology for estimating resources required to successfully serve these populations. It is designed to provide a quick, efficient, and useful reference work for vocational education practitioners concerned primarily with programs for the disadvantaged and handicapped. The entries are grouped into five major sections: (1) Demonstration Projects, (2) Research Studies, (3) Curriculum Development Materials, (4) Inservice Training Information, and (5) Program Planning and Development Information. The annotations are divided into the subcategories of journal articles, unpublished or information retrieval system articles, and monographs and government publications. The entry format includes description of the report, suggested use, and reference for obtaining the report.

Parsons, Edgar A., Hughes, J. H., & Rice, E. Assessment of Need and Programs of Vocational Education for the Disadvantaged and Handicapped. Final Report, Volume I, Technical Report. Chapel Hill, NC: System Sciences, Inc., 1975, 163 pp.

Primary objectives of this national study were to quantify resource utilization patterns of vocational education programs effectively serving special needs populations and to develop a methodology for estimating resources required to successfully serve these populations. Emphasis was placed on the disadvantaged, as defined in P. L. 90-576. Programs were selected from nominations by state consultants with responsibilities for special needs, State Advisory Councils and other selected programs. Ninety-eight program administrators completed a questionnaire designed to accept all measurable program resources. Seventy-eight program elements were classified into eight (8) program components. Resource-use patterns are documented in tabular form to facilitate program planning, budgeting, and review at all levels. A seven step procedure for estimating resource requirements was developed. Estimates of need are provided at national and state levels and for four types of program environments. Findings suggest that while difficult, successful vocational education for the disadvantaged is being demonstrated. Significant numbers of eligible students are not being served, and the 15 percent set-aside funds are inadequate. This document, Volume I, is an overview of the entire project as well as an in-depth report of the achievement of project goals and the completion of project tasks. Volume II of the Final Report is a Compendium of Descriptions of Effective Programs for Vocational Education Disadvantaged Students, developed from information received in the national survey of programs. Volume III, Bibliography, is an annotated bibliography containing over 100 entries of pertinent literature relative to vocational education programs which meet the needs of vocational education disadvantaged students. A fourth project report, entitled Executive Summary: Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped, provides a concise overview of the project.

Parsons, Edgar A., & Others. Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped. Volume II, Compendium of Descriptions of Exemplary Programs. Chapel Hill, NC: System Sciences, Inc., 1975, 236 pp. ED 136023 CE 010158

This volume is the second of a three-volume report of a national study whose primary objectives were to quantify resource utilization patterns of vocational education programs effectively serving special needs populations and to develop a methodology for estimating resources required to successfully serve these populations. It is a compendium of descriptions of successful programs serving vocational education disadvantaged students. It is intended to be a resource document for those interested in developing and/or improving programs to serve the population (state consultants, local administrators, teachers, counselors, etc.). Fifty-five entries are included in the compendium, drawn from the total of 158 programs surveyed during the study. The entries are categorized by program type and by program environment in order to facilitate the reader's particular interest in specific types of programs and settings. Each compendium entry has been written to conform to a general format consisting of seven parts: (1) identification information, (2) program information, (3) instructional program, (4) special features, (5) results of evaluation efforts, (6) funding mechanisms, and (7) who to contact for more information.

Pautler, Albert J., Jr., (Ed.). The Future of Vocational Education. Papers from the Bicentennial Conference on Vocational Education (Minneapolis, Minnesota, October 10-13, 1976). Columbus, OH: The Ohio State University, Center for Vocational Education, 1977, 235 pp. ED 141639 CE 011997.

Manpower education policy, planning, curriculum content, the needs of special populations, and delivery systems are the major topics of these 21 papers presented by various vocational leaders at the National Bicentennial Conference on Vocational Education. The titles of these presentations include "On Thinking about Vocational Education Policy," "The Place of Skill Acquisition in a National Manpower Policy," "Education for What?" "Vocational Educational Futures: Some Sociological Dimensions and Considerations," "An Economist's (Solicited and Surprisingly) Cheerful Message to Vocational Educators," "The Demographic and Employment Perspective for the Future of Vocational Education," "Future Political Impact on Vocational Education Planning," "International Issues Related to the Future of Vocational Education and Training," three papers titled "What Should Be Taught in the Future," "Labor and Vocational Education--What Should Be Taught," "Meeting the Future Vocational Education Needs of American Natives," "The Implications of the Future Participation of Minorities and Women in Vocational Education Programs," "Meeting the Needs of the Handicapped," two papers on "The Future of Vocational Education: A Youth Perspective," "Comprehensive Competence Based Education--A Bridge Between Liberal and Applied Learning in Post-Secondary Education: America's Contribution fo the Future of Education," "Vocational Education Delivery Systems of the Future," "Future Vocational Education Delivery Systems," and "Education for Work--A National Imperative" (the keynote address by Congressman Albert H. Quie). A conference summary with commentary by Edward B. Fiske and a conference overview and recommendations, prepared by Albert J. Pautler, are also included.

Pautler, Albert J., Jr., (Ed.). The Future of Vocational Education. A Report on the National Bicentennial Conference on Vocational Education (Minneapolis, Minnesota, October 10-13, 1976). Washington, DC: National Advisory Council on Vocational Education, 1977, 56 pp. ED 138815 CE 011168.

Proceedings are presented from a conference of over 1,000 people, the purposes of which were (1) to look at the future of vocational education, (2) to examine the influences which make an impact on present and future vocational education decision and policymakers, and (3) to arrive at a suggested national policy for vocational education. Sections 1 and 2 are conference opening remarks and the keynote address, "Education for Work--A National Imperative," by Congressman Albert H. Quie. Section 3 consists of abstracts of six major addresses: Education for What? The Place of Skill Acquisition; Vocational Education Policy; The Future of Vocational Education; The Future of Vocational Education: A Youth Perspective; and The Future of Vocational Education: A Student Perspective. Abstracts of 15 forum presentations constitute Section 4: An Economist's Message: Labor and Vocational Education; International Issues; Competence Based Education; Sociological Dimensions and Considerations; Demographic and Employment Perspective; Meeting the Needs of the Handicapped; Guidance and Counseling; Delivery Systems of the Future; Meeting the Future Vocational Needs of Native Americans; Managing Technological and Organizational Change; Future Vocational Education Delivery Systems; Future Political Impact; What Should Be Taught in the Future; and The Future Participations of Minorities and Women. The final two sections are a five-page conference summary statement and a statement on the future of vocational education by Albert J. Pautler.

Pennsylvania State Advisory Council on Vocational Education. Ninth Annual Report - 1978. Harrisburg, PA: Author, 1978, 72 pp.

The results of the year's (1978) activities are presented by the State Advisory Council in this Ninth Annual Report. Chapters of the report include: The Advisory Council; Status of Vocational Education in Pennsylvania; Staff Research on Correctional Vocational Education; Workshops and Conferences; Public Meetings;

State Plan for Vocational Education; and Evaluation and Recommendations. An outline summarizing each SACVE recommendation, action taken to date or proposed action, remarks (concerning resource requirements, action, agencies, projected time-frame), and SACVE remarks follow the general listing and rationale for each recommendation made.

President's Committee on Employment of the Handicapped. Pathways to Employment. Washington, DC: Author, 1976, 54 pp.

Presented are highlights of the major recommendations offered by over 200 professionals who participated in the National Forum on Pathways to Employment, a meeting on problems relating to the job preparation and placement of handicapped individuals. An initial section lists legislative recommendations, administrative recommendations, recommendations to the education community, and recommendations to the handicapped public. Sections making up the bulk of the document include an issue statement, some questions to consider, delegates' comments, and a table on the barriers along with possible solutions for each of the following areas: financing, personnel preparation, programming, legislation, parents and voluntary health agencies, materials, interagency cooperation, employers, insurance, accessibility, consumerism, testing and evaluation, attitudes, unions and trade associations, and sheltered workshops. Also provided are a list of delegates and a list of planning committee members.

President's Committee on Employment of the Handicapped. Bibliography of Secondary Materials for Teaching Handicapped Students. Second Edition. Washington, DC: Author, undated, 40 pp.

This publication contains the titles of materials dealing with the delivery of special education, vocational education, and industrial arts services to handicapped individuals. The first edition presented materials collected for a "National Forum on Pathways to Employment" sponsored by the President's Committee in late 1976. The present edition contains the titles of those materials plus new materials gathered for this publication. Materials are listed by title, author, date, publisher (including address), cost, if any, and a single or multiple letter code which helps to further identify the subject area of the publication, e.g., VE - Vocational Education; CE - Career Education; VR - Vocational Rehabilitation. Included also are the names, addresses and a short description of councils, professional associations, resource centers, university training programs, journals, information retrieval systems and services relevant to the education of the handicapped.

Ray, M. Douglas. Problems in serving handicapped users of vocational education. The Wisconsin Vocational Educator, 1974, 1, 1, 11-14.

Based on a 1974 survey of handicapped vocational, technical and adult education students, this article concerns three major problems faced by educators in providing adequately for handicapped students. The problems discussed are: (1) establishing a uniform definition of what constitutes a handicapping condition; (2) the requirements of confidentiality in identifying the handicapped which create problems by "protecting" potential users "out of" services to which they are legally entitled; and (3) the handicapped themselves who may have serious placement and communication problems which can only be remedied by greater outreach efforts on the part of vocational-technical schools. Out of interviews conducted and questionnaires completed during the study came information on which a series of recommendations to the Wisconsin Advisory Council on Vocational Education was based. The recommendations concerned ways to improve the already good services to the handicapped by using a uniform definition of handicapped, sharing information between agencies serving the handicapped, each vocational-technical school establishing a vigorous outreach program to the handicapped in its district, and improving the placement services offered by the school to handicapped graduates.

Resta, Mark, & Temple, J. Sex Bias in Vocational Education in New Mexico. Albuquerque, NM: The University of New Mexico, Bureau of Business and Economic Research, 1978, 32 pp.

The purpose of this study was to identify and analyze the extent of sex bias in New Mexico's secondary and post-secondary vocational education system. Sex bias was operationally defined as a significant variance between the male and female ratio of students enrolled in a particular program and the male to female ratio of the entire population of the state. The data base for the study was extant data provided by the vocational education unit of the New Mexico Department of Education. The results of data analyses are presented in twenty tables. Highlights of the findings were: (1) male/female enrollment patterns in vocational education programs followed traditional lines; (2) female unemployment rates were twice as high as for males; and (3) females tended to earn lower salaries than their male counterparts from the same vocational education program.

Rhode Island Department of Education, Bureau of Research Planning and Evaluation. The Educationally Disadvantaged: A Literature Survey. Compiled as Working Document Number Two. Providence, RI: Author, 1974, 86 pp.

In providing background information, this report is designed to facilitate the development of a master plan for the "disadvantaged" in Rhode Island. It is intended to be used as a working document by the future planning group on the "disadvantaged" as well as other interested persons. Six planning considerations generated by the literature survey are presented and discussed. They are, roughly: (1) There is no simple definition of "disadvantaged"; (2) Success in making up for educational deprivation . . . requires a strategy which strikes at the root of . . . disadvantagement; a purely educational response to this problem is unlikely to succeed; (3) Educators must experiment in order to improve the performance of the disadvantaged; (4) Some required changes in schools will require money; (5) Making schools more open, just, and supportive places may be a mandatory first step in improving the educational experiences of the disadvantaged; and (6) What works, with whom and for what price must be determined in deciding the most appropriate educational experiences for the disadvantaged. The overview of the literature discusses the historical recognition of the problem, analysis of the concept of equality of educational opportunity, early and landmark studies, and the key issues in the sixties. The remaining sections of the review deal with the characteristics of the disadvantaged, programs for the disadvantaged, and proposed strategies for educating the disadvantaged. Over 120 publications are cited and referenced.

Rice, Eric, & Etheridge, R. Program Model and New Careers for Handicapped Children and Youth (Communication and Media Cluster). Chapel Hill, NC: System Sciences, Inc., 1977, 59 pp. and appendices.

The primary purpose of this project was to develop, pilot, and assess a prototypical career education program model which focused on preparing handicapped children and youth for new careers in communication and media related occupations. The resultant collaborative model is a life-work career education program that involves the community; utilizes the schools, the principal delivery system; and includes a sequential career education curriculum, an extensive in-service education program, comprehensive support services, and an adaptation of typical teaching arrangements to better meet the needs of handicapped students. Both the pilot implementation and program model were evaluated extensively through such procedures as practitioner review, empirical analysis, consumer review, and expert review. A number of model components were found to be very effective. Findings suggested that a school-based career education model with the characteristics of the collaborative model: (a) can be merged with the mission and ongoing program of public schools at all levels; (b) can be implemented in a cost effective fashion; and (c) can have a positive impact on student, teacher, employer, and program development. The report describes the developmental and evaluative activities and findings. Appendix A contains a description of the program model, and appendices B through H provide materials for use with/in the model.

Rieder, Corinne H. Women, Work, and Vocational Education. Occasional Paper No. 26. Columbus, OH: The Ohio State University, Center for Vocational Education, 1977, 17 pp.

Occupational segregation by sex caused by covert discrimination, often unintentional, effectively limits the careers pursued by both men and women. Data indicate that despite the gains in the number of employed women, job segregation patterns that confine women to the traditional female occupations persist and worsen along with the resultant low wages. Vocational segregation by sex in the labor force is mirrored in vocational education enrollments of women in the traditionally female programs. What can vocational educators do? Our primary responsibility is putting our own house in order by implementing fully the Vocational Education Amendments of 1976, changing recruitment and admission practices and policies, improving guidance and counseling efforts, revising curricular materials and teaching practices, increasing the number of female vocational administrators and qualified women teachers in male-dominated courses and vice versa, and continuing important research and development efforts on women in vocational education. Second, vocational educators, as change agents, must recognize and change socialization patterns that limit the occupational choices of men and women. And third, as leaders, they can encourage positive legislative actions, including the establishment of a national commission on women and work having the nonprofessional worker as its primary focus. (The author's answers to sixteen questions from the audience of vocational education research and development personnel are appended.)

Schenck, John P. Sexism in textbooks: a guide to detection. American Vocational Journal, October 1976, 51, 7, 42-45.

Sexism, as explained in a McGraw-Hill guideline, as originally conceived referred to prejudice against the female sex but is now used in a broader sense to indicate "any arbitrary stereotyping of males and females on the basis of gender." The author of this article points out some of the more obvious and the more subtle sex biases in common usage and in curricular materials. Citing the recent legislative mandates prohibiting the use of gender as a determinant in curriculum assignment, occupational training or hiring practices, vocational education's responsibility in balancing opportunities for both sexes is outlined. Criteria from McGraw-Hill publishers and the NEA were used in categorizing examples of sexism based on similarities. A nominal definition and a descriptor were devised for each category and this material is presented in the article as Table 1. Category Descriptors of types of sexism include: Associated Terms; Concealed Representation; Conventional Wisdon; Differentiated Reference; Diminished Existence; Inferior Mention; Spoiled Description; and Subservient Status. A definition of each Category Descriptor is given and examples of each are provided. The writer concludes that textbook sexism seems insignificant at first . . . but then so did textbook racism. However, he states, there is no principal of vocational education that requires, or even permits sex bias and elimination of sex bias in textbooks will depend largely on the goodwill and professionalism of vocational educators.

Schenck, John P. Sex Fairness in Vocational Education. Information Series No. 120. Columbus, OH: The Ohio State University, ERIC Clearinghouse on Career Education, 1977, 54 pp., ED 149189 CE 014698.

A review and analysis of programs and strategies which help program planners and curriculum developers eliminate sex bias in vocational education are presented in this state-of-the-art paper. It is noted that vocational educators are only now beginning to report in any volume on the subject of sex fairness and that there is little doctoral research in this area. The following topics and issues are discussed: sex fairness in vocational education as a warranted assumption; impact on careers of sex-role stereotyping and sex bias in vocational education, forces promoting sex fairness in vocational education (including socialization, instructional materials, vocational interest inventories, world of employment); and forces promoting the eradication of sex unfairness in vocational education (including legislation). Recommendations are made to maximize reduction of sex unfairness in vocational education. These include the following: enforce appropriate laws, provide overt support, take affirmative action, provide new models for vocational aspirations, require in-service education for vocational educators, re-examine the principles of vocational education, and disseminate information.

Sheppard, N. Alan, (Ed.). Seminar on Delivery Systems in Vocational Education for the Handicapped. Blacksburg, VA: Virginia Polytechnic Institute and State University, College of Education, Division of Vocational Education, 1976, 92 pp.

Proceedings of the First Annual Seminar for Special Education and Vocational Education held at the Holiday Inn West in Richmond, Virginia, January 15-17, 1976, are reported in this publication.

Following an introduction and seminar overview, the four major seminar addresses are presented. These addresses include: (1) Critical Issues in the Delivery of Vocational Education to the Handicapped; (2) The Handicapped in Vocational and Technical Education; (3) Mainstreaming the Handicapped in Vocational Education Programs; and (4) Community Resources and Involvement in Educating the Handicapped. Reports of the eight Task Groups are reported, followed by a Seminar Evaluation Analysis and Appendices. The central purpose of the seminar was to establish, on a statewide basis, a workable relationship between vocational educators and special educators. The seminar provided the opportunity for individuals from these two groups to discuss methods of educating and employing the handicapped. Recommendations are presented in detail by Task Group. Appendices include a seminar program and a list of seminar participants.

Smith, Amanda J. New Pioneers. The North Carolina Program to Eliminate Sex Bias in Occupational Education. Reflections and Recommendations. Raleigh, NC. North Carolina State Department of Public Instruction, 1977, 106 pp., ED 145192 CE 012947.

Designed to eliminate sex bias in occupational education, a strategic model for change in the educational system and an in-service program to implement the model were developed by the North Carolina Department of Public Instruction. Over 1,700 teachers representing 74 of North Carolina's 148 local education agencies, participated in the in-service training which prepared them to be trainers in their own school systems. An eight-point philosophical approach guided the activities of the project. A variety of print and media products were developed for in-service instructional needs and resources for the teachers. The results indicated that it is possible for two people, with a modest budget and with strong administrative backing, to use the leverage of the state education agency to effect institutional change. After one year's effort, the following changes in enrollment were evidenced: nearly 1,000 more girls in agriculture; 1,300 more boys in home economics; 700 more girls in trade and industrial education, and substantial increases in industrial arts and occupational awareness. In the second year, female enrollment in agriculture rose to over 1,700 and male enrollment in home economics to over 2,100. There were no significant changes in health occupations, education, business and office education, or distributive education. (Focus throughout the report is on why various approaches did or did not work.)

South Carolina State Department of Education, Office of Vocational Education, Ancillary Services Section, Sex Equity Unit. Report on the Status of Males and Females in Vocational Education. Columbia, SC: Author, 1978, 65 pp.

This report focuses on various aspects of vocational education programs and reveals how males and females have participated in these programs. The method of data presentation is primarily descriptive rather than comparative, but whenever possible data are reported for more than one year in order to show any trends over a period of time. The report is divided into three parts and the primary source of the data is the BEDS (Basic Educational Data System) Reports of the South Carolina Department of Education. Part I provides information on secondary level vocational education; Part II reviews programs on the post-secondary level; while Part III concludes with a brief look at Vocational Education Programs operated by the Governor's Office, Manpower Division (CETA). All of the tables referred to in the narration are provided in the Appendix.

Steele, Marilyn. Women in Vocational Education. Project Baseline Supplemental Report. Flagstaff, AZ: Northern Arizona University, 1974, 146 pp., ED 099689 CE 003451.

Reviewing the current status of women in vocational education, the study determines whether there is a cause-effect relationship between school practices and limited job options for women in the world of work. According to a review and analysis of available data, schools at all levels are operating separate vocational education programs for women. Limiting girls to traditional, female-intensive offerings perpetuates and contributes to restricted job opportunities and lower earnings for women graduates. Although women comprise 55.5 percent of total vocational education enrollments and two-thirds of all secondary vocational enrollments, they are concentrated in non-wage-earning home economics and in health and office occupations, fields in which they are most prevalent in the world of work. Findings related to current status of women in the world of work, of vocational-technical education for females, sexism in society and education, and staff related problems for women in education are tabulated and discussed. Affirmative Action for women in education is reviewed in the light of federal legislation. Implications for change and recommendations are presented, and an appendix lists availability of regulations and guidelines for Affirmative Action.

System Sciences, Inc. Classification System and Definitions of Categories of the Disadvantaged and Handicapped for Reporting on Vocational Education Programs. Chapel Hill, NC: Author, 1971, 97 pp.

The purpose of this project was to develop a classification system and definitions of the disadvantaged and the handicapped for reporting on vocational education programs. To meet the intent of P. L. 90-576, overcoming effects of disadvantagement to ensure vocational education success, reporting forms were designed and field-tested with definitions. The forms classify students by primary effect of disadvantagement to be overcome by vocational education means. An additional set of forms identified characteristics of the disadvantaged--non-English language, poverty, etc.--by terminology and definitions used in government data banks. Additional system components are provided (a) to guide vocational educators in estimating per capita costs of overcoming disadvantagement effects evidenced in the classroom; (b) for reporting actual expenditures; and (c) for types of expenditures consistent with the intent of the statute's set-aside funds for the disadvantaged and the handicapped.

Tindall, L. W. Breaking down the barriers for disabled learners. American Vocational Journal, November 1975, 47-49.

This article reviews the status of vocational education in serving the needs of the handicapped. Its status is reviewed in terms of four stages: awareness, acceptance, program modification, and employment. The author states that vocational teachers and others who work with the handicapped in special projects or classes are knowledgeable about adapting both physical facilities and curriculum. Unfortunately, this awareness has not spread far beyond the project doors. There is a great need to see that it gets through to total school systems and permeates public agencies, industry, and whole communities. The community is in a fluid state with respect to accepting the handicapped. Acceptance is sometimes on an individual basis, sometimes by groups. The greatest progress in program modification thus far has been in vocational programs for students whose handicaps are most visible, e.g., physical handicaps or visual and hearing disabilities. Students with less physical handicaps such as mental retardation have not received sufficient emphasis. Some progress is being made in getting jobs for the handicapped other than those traditionally open to them. However, to complete the task will require greater cooperation from employment services, employers, and educators in designing and creating jobs that the handicapped can do. The article concludes with a description of a project conducted by the Center for Studies in Vocational and Technical Education at the University of Wisconsin-Madison to help vocational schools in their efforts to serve the handicapped.

Tindall, Lloyd W. Education for all handicapped persons: a mandate for the new year. American Vocational Journal, January 1978, 53, 1, 26-29.

The following laws and their effect on vocational education are reviewed: P. L. 94-142 (Education for All Handicapped Children Act of 1975); P. L. 94-482 (Education Amendments of 1976, Title II); and the Rehabilitation Act of 1973, sections 503 and 504. What is meant by "free appropriate public education" and "individualized education program" is also discussed.

U. S. Commission on Civil Rights. Mexican-American Education in Texas: A Function of Wealth. Washington, DC: U. S. Government Printing Office, 1972, 53 pp.

This report was the fourth in a series on Mexican-American education in the southwest by the U. S. Commission on Civil Rights. The report focuses on school finance in Texas as it affects the educational opportunity of Chicano students. It points out the ways in which the Texas school finance system works to the detriment of districts in which Mexican-American students are concentrated. Specifically it examines: (1) state aid to local school districts, particularly state apportionments granted under the minimum foundation program; (2) property evaluations upon which school districts rely for locally raised revenue; (3) property tax efforts of school districts; and (4) the relative economic burden of property taxes on different income groups.

U. S. Department of Health, Education and Welfare, National Center for Educational Statistics. Women in Vocational Education. Washington, DC: U. S. Government Printing Office, 1978, 9 pp.

This report summarizes in tabular form some of the highlights of a survey concerning the status of women in vocational education conducted by the Bureau of the Census for the National Center for Educational Statistics. Tables focus on student age, race, and enrollment status (full-time, part-time). Comparative statistics formulas are also provided.

U. S. Department of Health, Education and Welfare, Office for Civil Rights, Policy and Program Development Branch, Elementary and Secondary Education Division. The Guide to Compliance Enforcement in Area Vocational Education Schools. Washington, DC: Author, undated, 61 pp.

This document is concerned with compliance by area vocational education schools with Title VI of the Civil Rights Act of 1964 and Title IX of the Vocational Education Amendments of 1972. Section I of the Guide describes the scope of the problem. The legislative history of vocational education is reviewed in Section II. Section III reviews the administration of area vocational education schools in terms of federal requirements, advisory committees, and state plans. Section IV discusses a nationwide survey of vocational schools conducted in 1974. The purpose of this survey was to identify schools that might not be in compliance with Title VI and Title IX. The survey form is described, as well as the procedures used to review the completed forms. Section V describes the results of the survey. Identified problems are listed by state, school, and problem type. Section VI describes the criteria used by the Office for Civil Rights to select schools for compliance enforcement procedures. Section VII identifies the areas of possible non-compliance with Title VI and Title IX to be investigated when on-site reviews of area vocational education schools are conducted.

U. S. Department of Health, Education and Welfare, Office of Education. Institutional Viability: The Final Report and Recommendations of the Administration and Supervision National Field Task Force on the Improvement and Reform of American Education. Washington, DC: U. S. Government Printing Office, 1974, 112 pp.

In its effort to develop programs which are more responsive to local needs, the National Center for the Improvement of Educational Systems of the U. S. Office of Education established six field task forces in early 1972 to help improve the nation's school systems and the preparation of the people who staff them. The task forces had three major purposes: (1) to make recommendations regarding how best to use discretionary training funds for the qualitative improvement of American education, (2) to help develop specific training strategies for the improvement of educational systems through more effective development of educational personnel, and (3) to show the way to a more effective communication system among the national, federal, regional, and state offices and their constituencies. This report represents the consensus of the Administration and Supervision Task Force on school improvement and reform. Following the report's introductory statement, Part II presents the rationale for the task force's position. In the subsections, the prime beneficiaries of reform are identified, the authors' view of the regenerative school is presented, and the elements of schooling to which attention must be directed in an educational reform strategy are delineated. Part III presents the task force's view that school administrators and their functioning are the key action target, the sine qua non of educational reform. The report concludes with a brief non-summary statement. The appendices consist of statements, position papers, and other materials prepared or selected by members of the task force. These materials represent source documents which were valuable in focusing the task force's attention and in raising and clarifying issues.

U. S. Department of Health, Education and Welfare, Office of Education. Programs for Educational Equity: Schools and Affirmative Action. Washington, DC: U. S. Government Printing Office, 1975, 56 pp.

In 1974 the National Institute of Education sponsored a National Conference on Schools and Affirmative Action. The objective of this conference was to provide an opportunity for dialogue among three groups that are crucial in the delivery of quality education to all learners--teachers, state department staff, and federal officials. The conference focused on concepts of affirmative action in educational programs and in employment. A monograph on equity in educational programs was developed for this conference. Slight revisions of the monograph resulted in the present document. It focuses on education agencies providing K-12 services; however, the principles can be applied to postsecondary institutions. The document is intended to provide technical support to the schools and their implementation of Title VI of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972.

U. S. Department of Health, Education and Welfare, Office of Education State Compensatory Education Programs. Washington, DC: U. S. Government Printing Office, 1975, 73 pp.

This report examines the efforts of 19 states which initiated their own compensatory education programs during the decade prior to 1975. The programs discussed in this report are limited to elementary and secondary programs designed for children with educational disadvantages caused by economic, cultural, and/or linguistic problems. The discussions of individual state programs do not follow a standard format. Also, the information concerning the individual programs is essentially descriptive in nature; little evaluative data on program success or failure was available.

U. S. Department of Health, Education and Welfare, Office of Education. Women's Educational Equity Act, First Annual Report to Congress. Washington, DC: Author, 1976, 53 pp.

This report describes the development of program policy in the initial implementation of the Women's Educational Equity Act program in the U. S. Office of Education in FY 1976. Grants funded under the Act are described in terms of program title, recipient, amount, duration, director, and program overview. Tables show the distribution of grants by Federal region, by type of applicant, and by project content.

U. S. Department of Health, Education and Welfare, Office of Education. Taking Sexism Out of Education. Washington, DC: Author, 1977, 113 pp.

This document resulted from the National Project on Women in Education conducted by the Institute for Educational Leadership. The project assessed current practices in sex role stereotyping throughout the educational process and linked experts and practitioners in the field of sex roles with policy-makers, the objective being to plan for change. The project did not attempt to conduct new research, but collected and coordinated the multitude of work already available from various universities, research projects, foundation efforts, curriculum development efforts, and experimental programs. One of the products of the work was a series of issue papers that gave a comprehensive picture of the depth and scope of sex role concerns confronting the education community in 1976. Ten articles based on these issue papers, originally published in four consecutive issues of American Education beginning in April, 1977, constitute the contents of this volume. The articles are: "Title IX: Antisexism's Big Legal Stick" by B. Sandler; (2) "Toward a Nonsexist School" by the project task force; (3) "What to Do About Sex Bias in the Curriculum" by A. Naiman; (4) "Counseling: Potential Superbomb Against Sexism" by M. E. Verheyden-Hilliard; (5) "Sexism's Universal Curriculum" by K. Bonk and J. E. Gardner; (6) "No Room at the Top?" by the project task force; (7) "Teacher Education: A New Set of Goals" by S. McCune, M. Matthews, and J. Earle; (8) "Work, Women, and Vocational Education" by C. H. Rieder; (9) "Enlarging the American Dream" by D. Hart; and (10) "Changing Male Roles" by J. Harrison.

U. S. Department of Health, Education and Welfare, Office of Education; and U. S. Department of Labor. The Status of Bilingual Vocational Training, Fiscal Year 1977. Washington, DC: Author (initial), 1978, 38 pp.

Section 182 of the Vocational Education Act of 1973, as amended by Section 202(a) of P. L. 94-482, requires the Commissioner of Education and the Secretary of Labor to: (1) develop and disseminate information on the status of bilingual vocational training in the United States; (2) evaluate the impact of such bilingual vocational training on the shortages of well trained personnel, the employment or underemployment of persons with limited English-speaking ability, and the ability of such persons to acquire sufficient job skills and English language skills to contribute fully to the economy of the United States; and (3) report their findings annually to the President and the Congress. This document is the second annual report by the Commissioner and the Secretary. Chapter 1 is an introduction to and summary of the report. Chapter 2 contains a brief discussion of legislation mandating a study of bilingual vocational training programs, the scope and objectives of the evaluation, and the evaluation design and methodology. (Data from this longitudinal study will be reported at the end of fiscal years 1978 and 1979.) The types of programs funded under the Vocational Education Act and other publicly funded education programs are identified and described in Chapter 3. Chapter 4 reports on training and employment activities under the Comprehensive Employment and Training Act for persons with limited English-speaking ability.

U. S. Department of Health, Education and Welfare, Office of Education, Bureau of Occupational and Adult Education, Division of Research and Demonstration. Applied Research Projects Supported in FY 1975 Under Section 131(a) of Part C of the Vocational Education Amendments of 1968. Washington, DC: Author, undated, 161 pp.

This document is a report of the Commissioner of Education's Discretionary Vocational Education Research Program for fiscal year 1975, which is authorized by Section 131(a) of Part C of the Vocational Education Amendments of 1968. The report contains information about the legislative and regulatory framework for Section 131(a) of the Part C research program. The planning procedures leading to the determination of the program priority areas for fiscal year 1975 are described. The processes used to implement the award program for this fiscal year are outlined, along with the award outcomes in terms of an overview of the purposes and expected results of the funded projects. Abstracts of the individual projects funded are provided. In addition, several special projects of national significance are included.

U. S. Department of Health, Education and Welfare, Office of Education, National Advisory Committee on the Handicapped. First Class Citizenship for Handicapped People. 1974 Annual Report. Washington, DC: Author, 1974, 23 pp.

Priority recommendations of the National Advisory Committee on the Handicapped are listed as the first section of this annual report for the year 1974. A review of the status of 1973 recommendations follows. Other sections include: new awareness, mainstream experiment, severely handicapped children, programs for severely handicapped children and youth, media and the handicapped, handicapped children in Head Start programs, special institutions, and the creation of the National Advisory Committee on the Handicapped.

U. S. Department of Health, Education and Welfare, Office of Human Development, The White House Conference on Handicapped Individuals. Educational Concerns, State White House Conference Workbook. Washington, DC: Author, undated, 33 pp.

This workbook begins with an overview of the White House Conference on Handicapped Individuals, outlining its mission which is comprised of three goals: (1) to provide a national assessment of problems and potentials of individuals with mental or physical handicaps; (2) to generate a national awareness of these problems and potentials; and (3) to make recommendations to the President and Congress which, if implemented, will enable individuals with handicaps to live their lives independently, with dignity, and with full participation in community life to the greatest degree possible. The background of the conference is related, and ways of meeting its goals and fulfilling its mission are discussed. Definitions of key terms are presented, and the roles and responsibilities of delegates to the state conferences are outlined. White House conference topics are listed and a summary of awareness papers and issues relating to educational concerns concludes the workbook.

U. S. Department of Health, Education and Welfare, Secretary's Advisory Committee on the Rights and Responsibilities of Women. The Vocational Preparation of Women. Washington, DC: U. S. Government Printing Office, 1975, 81 pp.

The Education Subcommittee of the Secretary's Advisory Committee on the Rights and Responsibilities of Women undertook an investigation in order to advise the Secretary with regard to the impact of federal vocational education legislation and HEW policies on women. This report describes the committee's findings and presents recommendations for change. Among the findings were that girls and women tend to be enrolled in vocational education programs which either do not prepare them for gainful employment or prepare them for only low-paying, dead-end jobs. A major consequence of this pattern of vocational training is that it perpetuates a labor market structure in which women are concentrated in occupations paying much lower wages than do the occupations in which men tend to be employed. The enforcement of laws mandating equal opportunity in employment and the heightened awareness among employers that women can successfully perform jobs previously restricted to men have led to a significant increase in opportunities for women to enter non-traditional occupations. To be able to take advantage of these opportunities, however, the woman must acquire the appropriate marketable skills. The current vocational education programs and career education programs are not adequately meeting this challenge. Recommendations fell into two categories. The first suggested amendments to a bill offered by the Administration to replace expiring federal vocational education legislation. The second pertained to HEW policies and practices.

U. S. Department of Labor, Employment and Training Administration. Women and Work. Washington, DC: U. S. Government Printing Office, 1977, 71 pp.

This volume reviews research projects concerning women and work sponsored by the Employment and Training Administration and others, and explores some directions that future policy on women might follow. The majority of the studies focus on either the persistent earnings gap between men and women or the labor market as it concerns women. Out of this research have grown two contending schools of thought to explain, and ultimately to improve, the inferior position of women workers. These are summarized in the first chapter as background for the analysis of the male-female earnings gap presented in Chapter 2. Chapters 3 and 4 discuss the studies of the labor market, including a national longitudinal survey which followed the labor market experiences of women for five years. Chapters 5-9 concern efforts to upgrade the labor market status of women. Research and development projects are reviewed, followed by a discussion of other government activities that affect women: (1) manpower programs, including the Work Incentive Program and (2) the policies and actions of the U. S. Employment Service, the Equal Employment Opportunity Commission, and occupational licensing authorities. The final chapter reflects many of the conclusions and recommendations that emerged from a conference convened by the Women's Bureau of the Department of Labor on research needed to improve the employment and employability of women, as well as the conclusions and recommendations of other students of women's employment problems.

Waggoner, Dorothy. State Education Agencies and Language Minority Students. Washington, DC: National Center for Educational Statistics, Bilingual Studies Group, 1978, 34 pp.

This publication is a report on a study entitled "The Survey of State Education Agencies on Limited English-Speaking Persons from Non-English-Dominant Backgrounds," which was one of the first of several studies by the National Center for Educational Statistics (NCES) in connection with the reports on bilingual education and its target group mandated in section 731(c) of the Bilingual Education Act as amended by P. L. 93-380. Limited to the collection and collation of existing data, the study sought to learn what the states were already doing in this area in order to plan the federal data collection effort more efficiently and to avoid redundancy where possible. This report presents the scope, methodology, related publications, and principal findings of the study. Chapters 1 and 2 are concerned with the legislative authority and certification of teachers for programs for limited English-speaking persons from non-English-dominant backgrounds (Part A). Part B, extent and availability of state education agency records on limited English-speaking persons from non-English-dominant backgrounds and programs to meet their needs, is covered by Chapters 3-6. Appendices include a reproduction of the survey questionnaire and target group definitions contained in the state bilingual education legislation. Ten tables showing state response data to questionnaire items relating to bilingual program activities, efforts and expenditures are included in the report.

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Wall, James E. Impact of Vocational Education and Manpower Training on Target Populations: Ethnic Groups, the Disadvantaged, Handicapped, Unemployed, and Unemployable Adults. Project Baseline Supplemental Report. Flagstaff, AZ: Northern Arizona University, 1974, 47 pp.

Intended for use by persons holding political or administrative posts at the state, regional and national levels, this report was undertaken with four purposes in mind: (1) to examine activities and services designed to impact on the disadvantaged and handicapped, (2) to encourage the improvement and expansion of programs for the disadvantaged and handicapped, (3) to encourage initiation of programs for the disadvantaged and handicapped where there are no programs, despite clearly defined needs, and (4) to create an awareness of program impact among educational leaders who influence policy and make decisions concerning programs for the disadvantaged and handicapped. The report is based on a review of the massive quantity of Project Baseline data on the disadvantaged and handicapped, mainly regular annual and special reports from state divisions of vocational-technical education. Also reviewed were 450 ERIC documents, materials from state RCUs and the National Network for Curriculum Coordination in Vocational-Technical Education, federal government documents, and additional information from the author's files. Findings from this review reveal: (1) the need to focus on the individual and his/her problems, (2) the need to develop a comprehensive national-state-local program aimed at total human resource development, (3) the need to train personnel to operate this comprehensive program, (4) the need to develop an individualized instruction program in every subject area, and (5) the need to develop continuing guidelines and procedural technology for cooperation among agencies at all levels.

Wall, James E. (Ed.). Vocational Education for Special Groups. Sixth Yearbook. Washington, DC: American Vocational Association, 1976, 351 pp., ED 135940#, CE 009162.

Issues, concepts, and strategies that impact directly on the ability of vocational education to deliver its services to special groups are the focus of this yearbook. Chapters by 24 different authors are divided into three sections. Section 1 provides an overview of special groups, how special groups evolved, their underlying structure and diversity, and how vocational education might be of benefit in solving some of their problems. Section 2 contains chapters which focus on specific special groups and their individual status in society at-large and describe in detail certain personal characteristics that tend to categorize persons into special groups. Section 3 includes a series of chapters that give detailed attention to specific strategies that might be employed in delivering vocational education to special groups. Programs for personnel development, integration of special services with instruction, and general administrative and organizational techniques are discussed. The special groups discussed include the handicapped, women, retirees and middle-aged career changers, blacks, native Americans, Mexican-Americans, prison inmates, migrants, welfare recipients, veterans, and youth.

Walsh, John, & Totten, J. L. *An Assessment of Vocational Education Programs for the Disadvantaged Under Part B and Part A Section 102(b) of the 1960 Amendments to the Vocational Education Act: Executive Summary*. Salt Lake City, UT: Olympus Publishing Company, 1976, 75 pp.

This document summarizes a project which focused upon vocational education programs for disadvantaged students. The project examined state priority setting and resource allocation procedures, community-level policies and strategies, and vocational education programs. Interviews were conducted with state directors of vocational education and their staffs, chairpersons of boards of education and boards of regents, superintendents of schools, community college presidents, LEA and community college staff, project directors, counselors, instructors, principals, and students. Vocational educators contended that vocational education has always been considered a referral ground for academic rejects and that when the disadvantaged became a national priority, the major burden for solving the educational problem was delegated to vocational education. The term disadvantaged was interpreted in its broadest sense and its definition varied widely from state to state, community to community, and school to school. Assessment techniques were not being used to identify disadvantaged students or to discover individual conditions which cause school failure. Planning for the disadvantaged was generally done on an *ad hoc* basis; that is, when the money was there to be spent and projects had to be designed to justify the expenditures. The types of occupational training programs in which disadvantaged students were being enrolled were few in number and of questionnable value. Sixteen recommendations are made in terms of defining the word disadvantaged, student assessment, organization, planning, funding, proposals, evaluation, review of proposals, establishment of priorities, pre- and in-service training, advisory councils, section 101(b) funds, programs, work education, coordination with other agencies, and management information systems.

Weatherman, Richard, & Krantz, G. *National Survey of State Special Needs Personnel Serving Handicapped and Disadvantaged Students in Vocational Education*. St. Paul, MN: University of Minnesota, Division of Educational Administration, 1975, 19 pp., ED 116341, EA 007826.

This report contains tabulations of responses to a questionnaire sent to the persons in each state education agency responsible for coordinating the programs of special needs in vocational education.

Each respondent was asked to identify one program serving special needs in his state. The questionnaire also asked whether the state had held a cooperative conference involving vocational education, vocational rehabilitation, and special education, and whether the state had an organized program of in-service training for administrators of special needs programs jointly involving the three agencies. A final question was, "In order to help you to better administer your program at the state level, what are your needs in such areas as information, training programs, and administration?" The report of this survey closes with a number of conclusions and recommendations.

Wentling, Tim L., Peak, L. M., Jensen, T. A., & Russo, R. P. Resource Directory for Teacher Education in Vocational Special Needs. Minneapolis, MN: University of Minnesota, Department of Vocational and Technical Education, Minnesota Research and Development Center for Vocational Education, 1978, 80 pp.

This document is a directory of supportive materials for in-service and pre-service training programs for teachers who will be serving disadvantaged and handicapped vocational students. The directory is intended for use by vocational and special education teachers, state educational agency personnel, local agency personnel, and anyone else interested in expanding their knowledge of serving special needs students in vocational programs. The directory contains descriptions of handbooks, manuals, textbooks, journal articles, and project and workshop reports. The materials are described in terms of title, author, publisher, publisher's address, publication date, type of material, target population, availability (source of material), and content description. Appendix A contains the names and addresses of selected sources that may be useful for future resource searches. Appendix B is a selected listing of bibliographies of materials on special needs students. Appendix C is a bibliography of training materials which were being developed at the time this directory was published.

West Virginia Institute of Technology, College of Graduate Studies. Expanding Options for Handicapped Persons Receiving Vocational Education. Proceedings from West Virginia's Training Institute, West Virginia Institute of Technology, Montgomery, West Virginia, June 14-18, 1976, 231 pp.

This document provides guidelines, in outline form, for stimulating change in vocational education for handicapped students at the secondary level. Section I on the operational world provides a basis for developing sound organization needed for proper implementation of the guidelines. Steps geared toward national and regional levels, state agencies, district and community personnel, and secondary school personnel cover the areas of funding power, personnel development, program development, and local education agency plan writing and accountability. A second section focusing on the student world offers guidelines for due process procedures, parent participation, confidentiality of data, and module review relating to identification and referral, assessment and individual plan modules, placement and program modules, and monitoring and evaluation modules. Section III on the training world gives information on curriculum content, available materials, teaching methods, and training environments for career preparation, formal studies, skill development, and work adjustment. The final section on the work world explains steps related to research resources, pre-/in-service training, network integration, and outcome guarantees in terms of job marketing, job development, job placement, and job follow-up. Appended are a training manual, directory of contributors, data from the institute evaluation, and a sample institute certificate.

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